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ABSTRACT

Noting that people enjoy listening to and telling stories, this guide shows bilingual teachers how to use storytelling to stimulate learning, to promote understanding among each other, and to enhance self-esteem. Sections of the guide are: Why Tell Stories?; Reflections Concerning Stories in the Classroom; Suggested Activities for Teachers; and Beginning and Ending a Story. A 169-item annotated bibliography of children's books; an 15-item bibliography for teachers are attached; and a list of 26 brief activities for teachers are attached. (RS)

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THE ART OF STORYTELLING

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GUIDE FOR TEACHERS

Board of Education of the City of New York

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The Art of Storytelling



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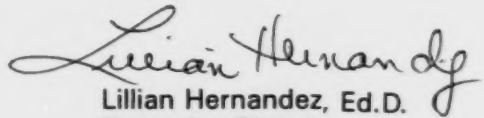
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Preface

We all tell stories; and we all enjoy listening to stories. Most of us have fond memories of childhood when our mothers, fathers, grandparents and other relatives told us fairytales, fables, legends and stories of daily life. In this teachers' guide, we are trying to take advantage of those cherished memories. We hope that our students, their parents and teachers will use storytelling as a means to stimulate learning, to promote understanding among each other and to enhance self-esteem.

Our aim is for this publication to be a useful tool to bilingual teachers.

A handwritten signature in cursive script that reads "Lillian Hernandez".

Lillian Hernandez, Ed.D.
Executive Director
Division of Bilingual Education

Acknowledgments

The Art of Storytelling has been developed by the Division of Bilingual Education, whose Executive Director is Lillian Hernández, Ed.D.

Noemí Carrera Herendeen, Director, Office of Bilingual Curriculum and Instructional Services, contributed to the writing and translation of the manuscript, as well as supervised the overall development of the guide.

Special recognition should be extended to three persons: Argentina Palacios and Clarita Kohen, authors of children's books, and Teresa Mlawer, president of a publishing firm and translator of children's books. All of them are also well-known storytellers. Ms. Palacios contributed an article on storytelling, Ms. Kohen contributed ideas on the educational and affective benefits of storytelling as well as a bibliography for teachers, and Ms. Mlawer contributed an annotated bibliography of children's books.

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Iris Masoller and Julie Feliz-Tirado, parents of students in our schools, graciously gave two days of their busy schedules to review all the books that appear listed in the annotated bibliography. This way, we are further assured that the books are adequate for students.

We wish to give special thanks to Laredo Publishing Company, Inc. and Lectorum Publications for allowing us to use some of their materials.

Ana Soto, a renowned artist and illustrator, has provided the finishing touches to this guide with her exceptional artwork. To her goes our deepest gratitude.

The word processing for this guide was done by Migdalia Gloria and Carmen N. Rodríguez. We appreciate their efforts.

Introduction

Many of our children come from a tradition of storytelling. There are, however, some who have never experienced the joy of this type of oral tradition, and may be reluctant to tell stories. For that reason, we recommend that the students, particularly in middle and secondary schools, be exposed to a variety of storytellers, preferably in person.

Some resources that can be tapped are: librarians, parents or grandparents, professional storytellers, authors of children's books, puppeteers, actors or actresses, TV or radio personalities or educators, among others. If a storyteller is not available, teachers may want to resort to technology, and use such tools as: audiocassettes, videotapes, TV, radio, computers with CD Rom, and others.

This guide is divided into six sections:

1. Why Tell Stories
2. Reflections Concerning Stories in the Classroom
3. Suggested Activities for Teachers
4. Beginning and Ending a Story
5. Annotated Bibliography of Children's Books
(in Spanish and English)
6. Bibliography for Teachers

At the end of this publication you will find a *Feedback Sheet*. Please fill it out, and send it to us with your comments and suggestions. Your feedback will help us improve the guide so that it can better serve teachers. We thank you in advance for your cooperation.

All our students, teachers and parents have great potential to become storytellers.

Noemí Carrera Herendeen

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Why Tell Stories?

Why Tell Stories?

- To release creativity
- To share experiences
- To learn
- To pass on history
- To teach
- To encourage good listening
- To improve language skills
- To improve comprehension skills
- To develop high-order thinking skills
- To improve recall
- To serve as a bridge and bring closeness between the teacher, the students and parents.

Educational Benefits of Storytelling

- Develops and deepens an enjoyment of literature, motivating children to read.
- Connects reading, writing, and speaking.
- Provides practice in
 - identifying characters, events, settings, and the mood of the story
 - improving sense of story-structure.
 - To elicit logical conclusions
- Increases awareness and interest in various genres of literature.
- Enhances oral language and vocabulary development.
- Expands social and cultural awareness, developing cultural pride and identity, and enhancing self-esteem.
- Inspires children to become storytellers.
- Promotes communication among people.
- Helps in becoming better listeners.
- Expands the imagination.

Promoting Creative Expression

- Oral expression
 - Dramatization
 - Puppets
 - Monologue
 - Dialog
- Written expression
 - Letters
 - Stories
 - Diaries/Journals
 - Storybook
- Artistic expression
 - Drawing
 - Making puppets
 - Making masks
 - Murals
 - Posters

Parent Participation

- Parents and children tell
 - Family stories
 - Legends from their countries

Steps to Follow in Storytelling

To Begin

- Allow the audience to get ready
- Spark interest/arouse audience's curiosity
- Share experiences
- Talk about previous experiences
- Use accessories

Audience Participation

- Repetitive phrases
- Sound effects
- Assign particular roles (for example, repeat specific phrases each time you so indicate)
- Use puppets

Analyzing the Story

- Characterization
- Traits and background
- Emotions
- Motives
- Theme
- Mood
- Organization of plot
 - protagonist and antagonist
 - inciting incident
 - rising action
 - turning point
 - climax

Stories That Have No Plot

- Figure out high points; punch lines
- Outline or skeleton
 - Universality
 - Symbolism
 - Imagery
 - Voice
 - Use of Words
 - Tips and Techniques
- Vocal inflection
- Movement
- Cue Cards
- Props

**Reflections Concerning Stories
in the Classroom**

Reflections Concerning Stories in the Classroom

During a session, the audience was asked: "How many of you tell stories?," and only two raised their hands. Those who raised their hands admitted that they are storytellers.

What the audience -- all educators-- thought about when the question was posed was precisely that the question referred to the professional storyteller, the person who dedicates his effort to the art of narration of stories and gets paid for doing so. Many of those professionals do dramatic and theatrical presentations; however, that should neither intimidate nor prevent the teacher from participating in that art form.

Each and everyone of us tells stories every day. We all do narrations though we may not call what we narrate "stories". When we give an account of what happened to us yesterday or a short while ago, when we talk about our family history, when we tell a joke, when we do a lesson with our students, we are telling stories. That narration forms the base of our communication with others, it forms the base of the professional storyteller's art, and it forms the base of literature. Sometimes, it serves as a source of inspiration for theatre, radio and film creations.

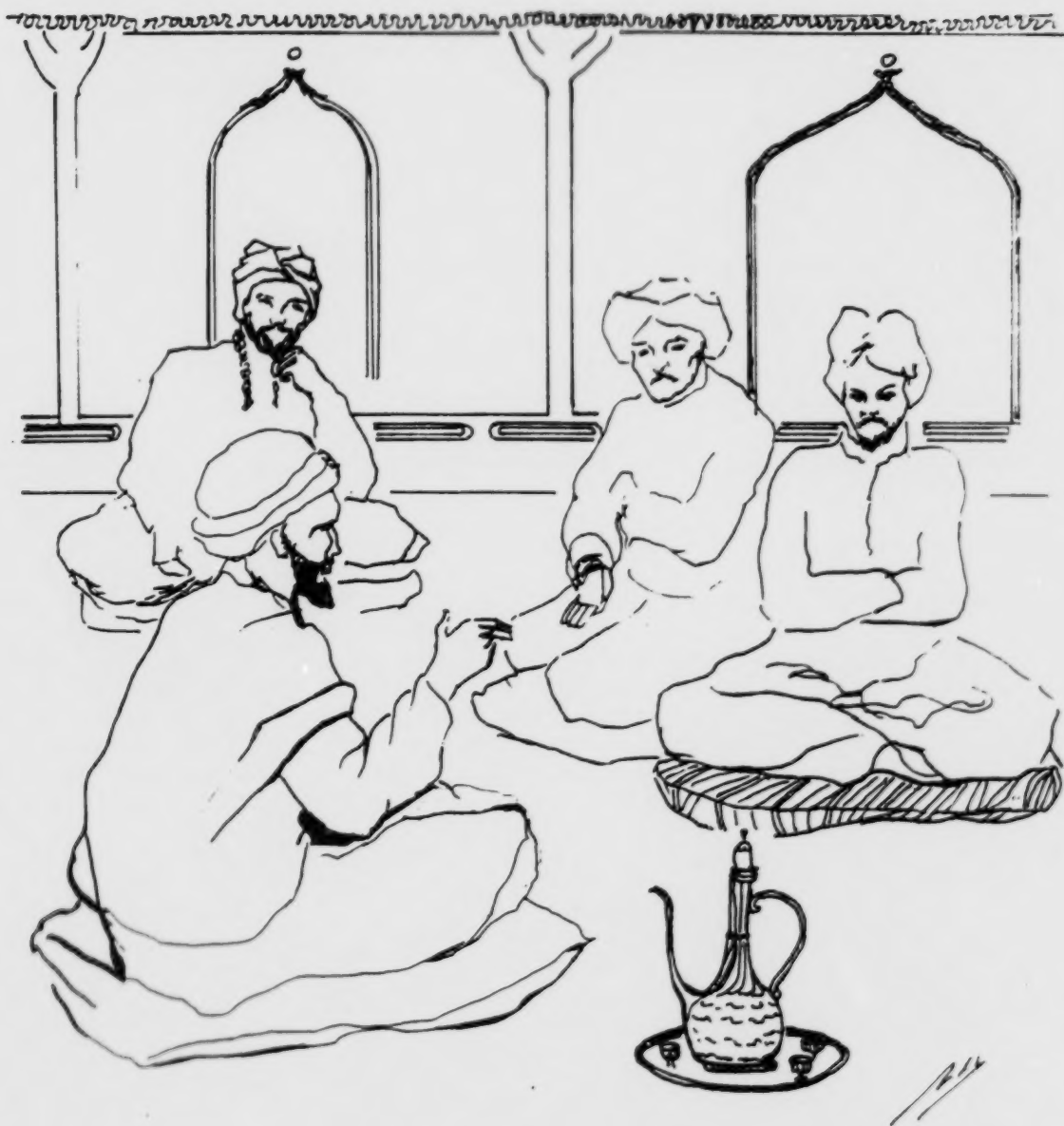


That narration forms the base of our communication with others, it forms the base of the professional storyteller's art, and it forms the base of literature. Sometimes, it serves as a source of inspiration for theatre, radio and film creations.

Some people think they don't have talent for telling stories. Certainly there are people who have more ease than others in the area of communication with one or two persons at a time, but that does not mean that the "not-so-gifted" cannot do so, as long there is the will and the effort to do it. As the saying goes, "If you want to do it, you can do it."

Besides personal stories and narrations, whose ownership are exclusively the individual's, we can classify and subclassify this part of our cultural heritage that we commonly call "stories" (myths, legends, fairytales, for example). But this is not the place to go into such details.

Every group has traditional stories that present a cosmic vision of a given culture. From the beginning of the world, these traditional stories have been transmitted from generation to generation through the oral tradition. They are generally the product of a group of anonymous authors; they represent popular knowledge, and form part of the "folklore". It is not surprising, therefore, that nowadays there are analysts and psychologists who use stories in their therapy sessions.



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Despite the fact that the means of mass communication continue to infiltrate everywhere and -- unfortunately -- substitute the autochthonous with that which is foreign, in some parts of the world the narration of stories continues to be the main or most important means of teaching the history, values and beliefs of a people; to explain natural phenomena, and to entertain. This is what indigenous people or Native Americans from the north and from the south, and innumerable African, Asian, Latin American and Caribbean groups do.

Thus, we can infer that it should not be difficult for teachers to use a tradition that is well-known by many children, particularly when there are many written compilations of anonymous collective stories.

It is fitting to emphasize that we are talking about narration, not the reading of stories. There is no doubt that the reading of stories aloud to children is valuable; but that is not narration. The former is limited by the written text and illustrations, and there is a lack of the intimacy and the interaction that comes from spontaneity and the direct exchange between the narrator and the listener. If someone interrupts or makes a contribution to the story, the narrator can deal with the matter and then return to the story. This cannot be done if the story has been memorized.



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Let us say, after this encouragement, that the teacher who still does not narrate stories to his/her class decides to do so (without the text). Then, let us get started!

The first step is to select a story that the narrator likes; otherwise, he/she will not do a good narration. The first stories that are selected, especially if they are to be narrated to very young children, should be short, full of action, and with a few characters. If possible, the first stories that are selected should be from a culture with which one is familiar. The universality of the story's message makes it possible for the narrator to obviate a background that is unknown to the listener.

Secondly, the narrator needs to prepare for storytelling even if the story is simple and well-known to him/her. There are those who take a written text and memorize it. In my opinion, this practice is not recommended. (The Board of Education of the City of New York requires the memorization of stories for the annual storytelling contest in the schools, but that discussion is not part of our task here.) If we are dealing with someone's literary piece and the narrator feels that only the author's words should be used, perhaps it would be more appropriate to read the story aloud.



The first step is to select a story that the narrator likes; otherwise, he/she will not do a good narration. The first stories that are selected, especially if they are to be narrated to very young children, should be short, full of action, and with a few characters. If possible, the first stories that are selected should be from a culture with which one is familiar. The universality of the story's message makes it possible for the narrator to obviate a background that is unknown to the listener.

It is better for the narrator to learn the story's plot and the sequence of details, and then tell the story in his/her own words. Of course, if there is a key word, phrase or sentence, that part should be memorized, but only that part. For practice, you can use a scheme, a diagram or drawings, or you can write what you remember of the text after reading it several times. You can also use a tape recorder or a video camera when you practice, or practice in front of a mirror. If you find a willing "audience" in your family or among your friends, so much the better.

The narrator should know the story well in order to "see" it in his/her imagination while narrating it, and thus present the picture to the audience through words.

Concerning the physical presentation of the story, some people prefer to stand while narrating it, while others prefer to do so while sitting down. In most cases, it is better to sit in order to imitate what happens at home when you read or tell a story to a child.



For practice, you can use a scheme, a diagram or drawings, or you can write what you remember of the text after reading it several times. You can also use a tape recorder or a video camera when you practice, or practice in front of a mirror. If you find a willing "audience" in your family or among your friends, so much the better.

At home, the adult may have the child sit on his/her lap or next to him/her. Perhaps, he/she may lovingly sit by the child who is going to bed for the night. Telling a story to a child in this instance is more than a teaching experience. It is a demonstration of caring for the child; and the feeling of caring is more effectively transmitted if the adult sits at the same level as the child. With the little ones, you may wish to sit on the floor in a corner of a room. With older children, chairs should be moved away from desks (to prevent distractions), preferably forming a circle for a feeling of closeness.

The storyteller should look at the audience straight in the eye. Each member of the audience should feel that the narrator is talking directly to him or her.

If the narrator forgets something or makes a mistake, he/she should not stop nor say "no, no, it is not that way" or anything like it. Instead, he/she should continue the narration in such a way that the part in question is interwoven into the story. The narrator is aware of a mistake; but he/she does not have to let the audience know.



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Artifacts can be distracting and should be used sparingly, unless we are dealing with story that has been specifically prepared to be told in a special way (flannel figures, corrugated paper, thread). The artifacts that are used should be used only at the beginning or at the end of the story in order to explain something the audience is not familiar with or to reinforce something that is known. For example, if the story being narrated is about a quetzal, you might want to show a picture of a quetzal before the narration. If the story is about a turtle's shell, you might show a picture of a turtle (or if possible, show a real-life turtle) to show exactly what the story is referring to.

The easiest way to enter the world of narration, however, is by means of that which is personal. A person's name, for example, has a history which can serve as a basis for a narration.

Among the many documents the publications office of the United States government publishes, there is one that lists ways to research family history and folklore. This list can be a good source of stories. The following is an adaptation of the above-mentioned list:

1. What you know about your last name and its meaning. Was it changed upon arrival in the United States? Is there an anecdote concerning the change?
2. Traditional family names and nicknames. Is the first-born always named after a grandparent?
3. On which side of the family are there more traditions, on the maternal or the paternal side?



The easiest way to enter the world of narration, however, is by means of that which is personal. A person's name, for example, has a history which can serve as a basis for a narration.

4. What anecdotes do you know about your parents, grandparents or more distant ancestors? Are they known by means of direct narration or by means of other sources? Do you know about the childhood, adolescence, school years, marriages, work, religion, political activity or means of recreation of those relatives? Do the older folks tend to talk more about certain topics than others and to stay away from others? Are there family secrets that are never talked about? Do two persons from the same family tell an episode in a different manner? How are the two versions different?
5. Are there people in the family with good or bad reputations? Have details been added every time the stories about those people are told? Is it possible that you might have wanted for one ancestor to have been a pirate, even though you are sure that the ancestor was an honest and hard-working man?
6. How did your parents, grandparents, or other persons meet? What kinds of weddings did they have? Have there been lost loves, jilted brides left waiting at the altar, couples who eloped, or arranged marriages?
7. Historical events affect families. In the United States, the Great Depression or the Civil War could have had an impact on the family. At the present time, armed conflict may have caused the migration of families.
8. Are there family stories about a lost treasure or about someone who escaped? Are the stories true? Do the family members laugh when these are told, or do they feel bad? If someone made a fortune, how did he/she do it?



Are there family stories about a lost treasure or about someone who escaped? Are the stories true? Do the family members laugh when these are told, or do they feel bad? If someone made a fortune, how did he/she do it?

9. Does your family use certain expressions or sayings? Did they originate from a particular incident? Is there someone in your family who is good at word games?
10. How are special occasions celebrated in your family? Which are more important, the national, religious or special family occasions? Has your family made certain adaptations to the way an occasion is celebrated or created new ones?
11. Does your family have formal family reunions? How often? Where? When? Who is invited? Who attends? Who organizes them? What happens during those reunions? Are special food dishes served? Are certain customs practiced? What activities take place? Does all this still take place? If so, where? Is a favorite dish still as delicious as grandmother's when prepared by a granddaughter?
12. Which other persons have joined the family circle (domestic employees, friends, godparents)? When and why? If these persons are not really related to you, do you call them "aunt," "uncle," "cousin," etc.? Do these persons participate in family activities?



Historical events affect families. In the United States, the Great Depression or the Civil War could have had an impact on the family. At the present time, armed conflict may have caused the migration of families.



If the teacher feels comfortable telling stories, he/she can help the children to do so with ease. Children love to be the center of attention, and each one can be so through storytelling. Storytelling can help them to feel sure of themselves. It also helps them in language development.

13. Does your family own a family plot or a crypt at the cemetery? Who is buried there? Why? Who makes decisions concerning funerals? If there are tombstones, what inscriptions appear on them?
14. Does your family own valuable relics or articles with sentimental or monetary value that have been passed on from generation to generation? What are they? Is there any history behind them? How did they originate, and how have they passed on from generation to generation? If it were your turn to receive valuable objects, would you continue the tradition, would you sell the objects, or would you give them to a museum?
15. Does the family have albums with photos, newspaper or magazine clippings, slides, or family videos? Who put them together? Whose photos are in the albums? Who keeps the albums up-to-date? When are they shown, and to whom? Have they been edited or presented in a special way? Do the people who look at them make comments? What kind of comments? Are they shown on happy and festive occasions?

The material presented here can serve for a full repertoire in storytelling. Children enjoy listening to stories by adults about their own childhood... about a favorite doll or stuffed animal, about a favorite pair of shoes, about the experiences on the first visit to a barbershop, etc.

If the teacher feels comfortable telling stories, he/she can help the children to do so with ease. Children love to be the center of attention, and each one can be so through storytelling. Storytelling can help them to feel sure of themselves. It also helps them in language development. The list can go on and on.

An Australian teacher who has worked extensively with children in storytelling programs has asked eleven and twelve-year-old children their opinions concerning storytelling. As an example, one of them said that "storytelling in public gives you self-confidence." Another said that "you learn to read better and your vocabulary increases." "It is better if a story is narrated instead of reading. That way you don't get bored, and instead, you wait for the next part," a third one said. A fourth child said: "When you tell a story in your own words, you can put more emotion into it."

Can there be more convincing words than those of children themselves?

By Argentina Palacios

Suggested Activities for Teachers

ACTIVITY 1
Names and Nicknames

The teacher and the students can tell stories about their names and nicknames.

1. What is your name? _____
2. Who gave you your name? _____

3. Does your name have a special meaning? _____

4. Do you have a nickname? What is it? _____

5. Do you like your name/nickname? If you could, would you change it?
What would you like your name/nickname to be? _____

6. If you could describe yourself with something in nature, how would you describe
yourself? _____

Tell the story of your name to your class. But first practice it at home.

ACTIVITY 2
Your Last Name (Surname; Family Name)

A person's last name can be used to tell a story about it, especially when upon arrival in this country, last names of migrants and immigrants are often mispronounced or even changed.

1. What is your last name (surname; family name)? _____
2. What does it mean? _____

3. Was your name changed when you arrived in the United States? How? _____

4. Do other people mispronounce your name? How? Do you correct them? What do you say to them? _____

Write a story about your last name. Tell the story to your class or to your friends.

ACTIVITY 3

Develop this story. Change it as you wish. Work with a small group. After it is finished, practice with your group before telling the story to the class or to your family.

The Stepmother

Once upon a time, there was a stepmother who was kind, sweet and loving. She did everything she could so that her stepdaughter would have everything she needed.

The stepdaughter liked to dress well and to eat well. She also loved to go out and have fun. But, she was allergic to work. _____

ACTIVITY 4

Students can make believe that they are taking a trip to the moon. They can take only five things with them. What would each take, and why? Allow each student to make up a story, and share it with the class.



ACTIVITY 5

Provide a wide selection of age appropriate literature books to the students. Pairing them off or in groups of three to four, have them select and read a story. Then have them discuss and decide how they will tell the story to the rest of the class. Have each small group tell the story.



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ACTIVITY 6

"Cooperative" storytelling. Have the students sit comfortably in a circle. Begin a story (see *phrases to start a story*, in the guide). Using "round robin", each student continues the story. The teacher can also adapt this and have each student continue a chapter of the story.



ACTIVITY 7

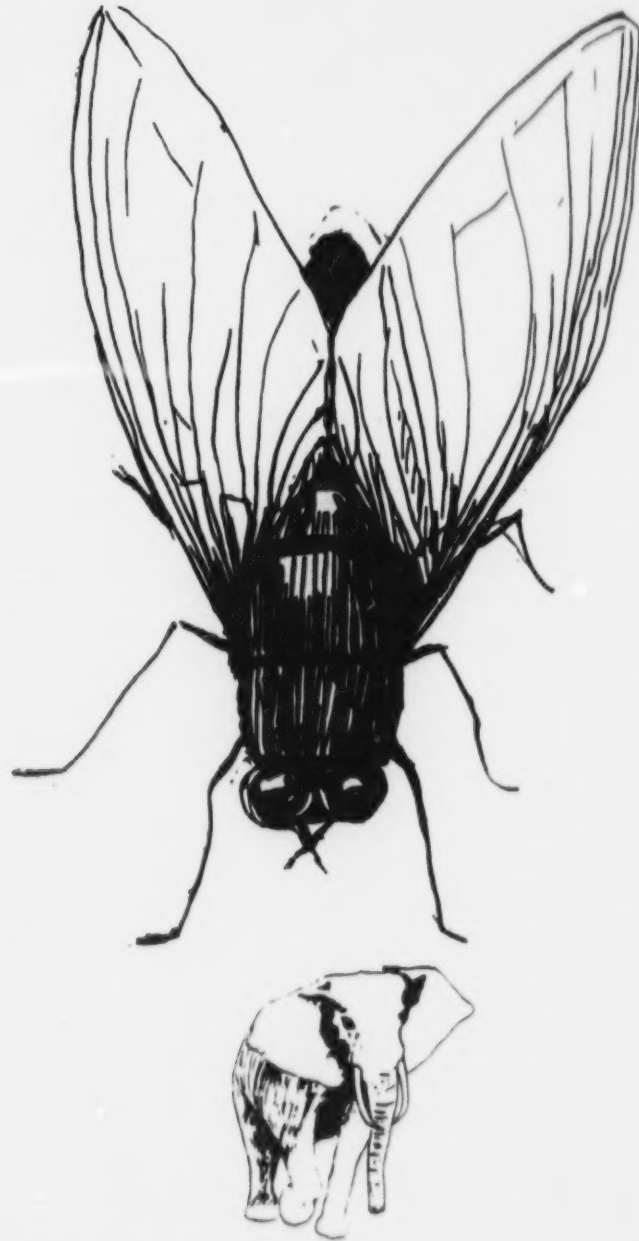
Have the parent tell and record a story for the student. Student is given an opportunity to "show and tell" by telling the story in class. A variation would be to have the class listen to the story and make up a different ending.



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ACTIVITY 8

Expose student to the term exaggeration. Make statements that are exaggerated such as: *the fly was so big that the elephant looked tiny*. Then have the students make up and tell stories that are exaggerated. Do not allow students to exaggerate using each other or family members as subjects.



ACTIVITY 9

After a student tells his/her story, have the class focus on a specific character in the story. Teacher can have the student give and describe attributes of the character or draw the character. The purpose is to give the character depth and dimension.



ACTIVITY 10

The class can organize a class storytelling contest, with a small celebration to give special recognition to the best storytellers. Your class is a good beginning to encourage schoolwide participation.



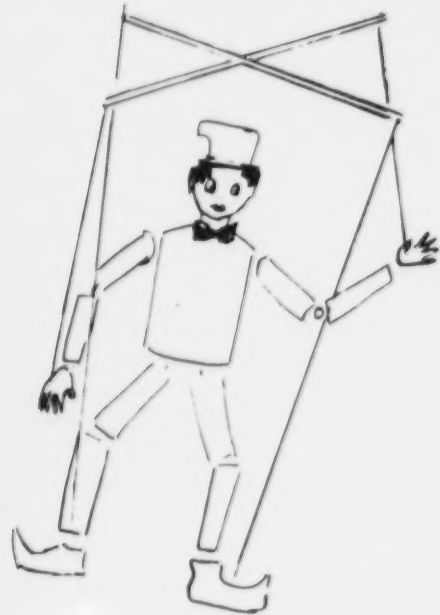
ACTIVITY 11

Older students can do research on the art of storytelling in other cultures. They can research oral traditions and storytelling. They can research how other cultures begin and end stories (see *phrases to begin and end stories* in this guide). Then have each student tell a story from a different culture using a phrase used by that culture to begin or end a story.



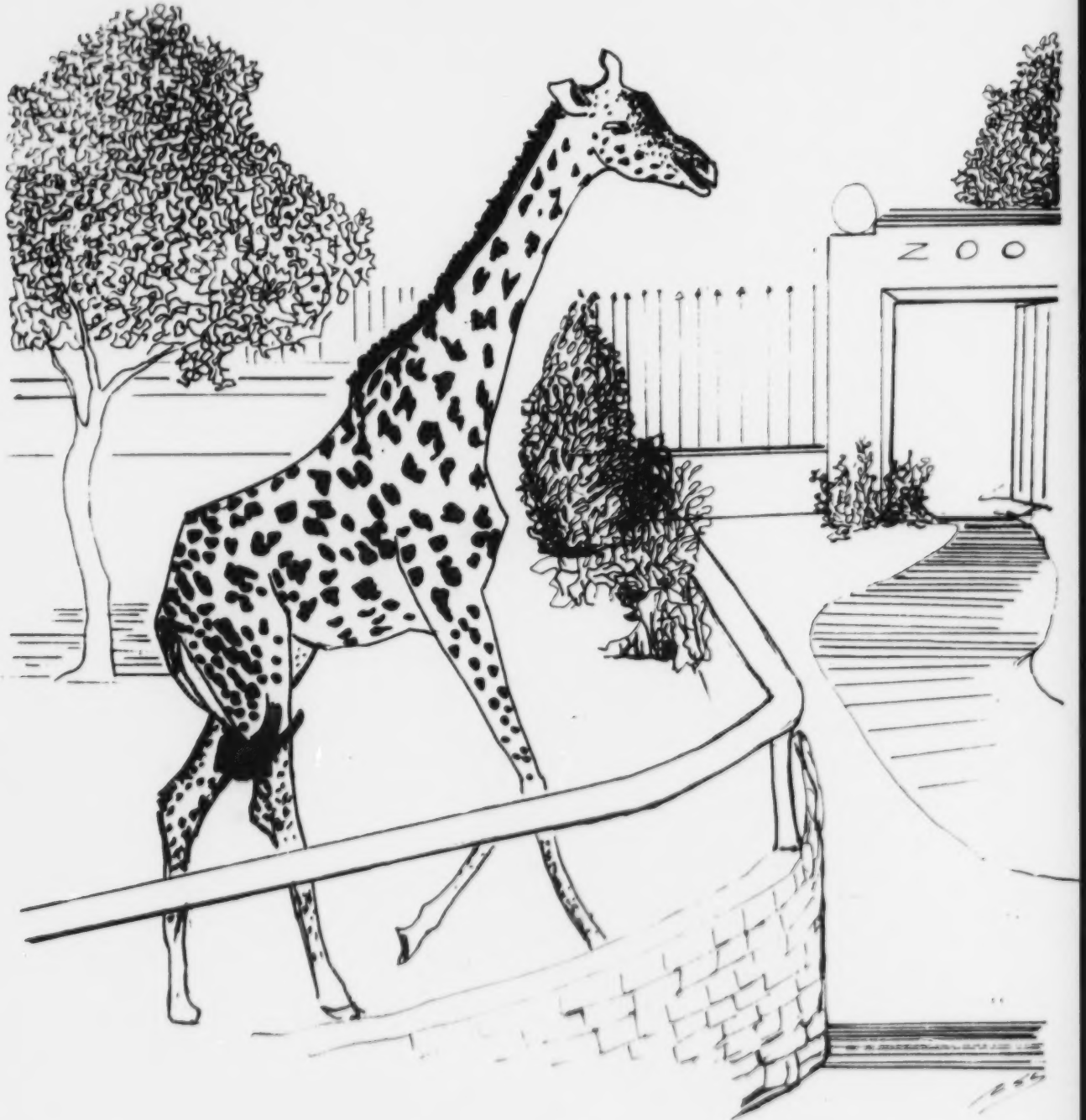
ACTIVITY 12

Have the students choose a story with interesting characters. Have them make character puppets. Using the puppets have them tell the story in class.



ACTIVITY 13

Give the students two words as a story starter such as: *giraffe* and *zoo*. Have them make up a story and tell it to the rest of the class.



ACTIVITY 14

Give students a fantastic hypothesis as a story starter: "What if you could be president of the United States by just being voted in by your class..."



ACTIVITY 15

Give students a prefix substitution to make up a "new" word such as: "quadumbrella" and have them make up and tell a story.



ACTIVITY 16

Have the students read and tell a story. Have them change the story by telling it from another character's point of view, such as: after reading Little Red Riding Hood, have the students tell the story from the point of view of the big bad wolf.



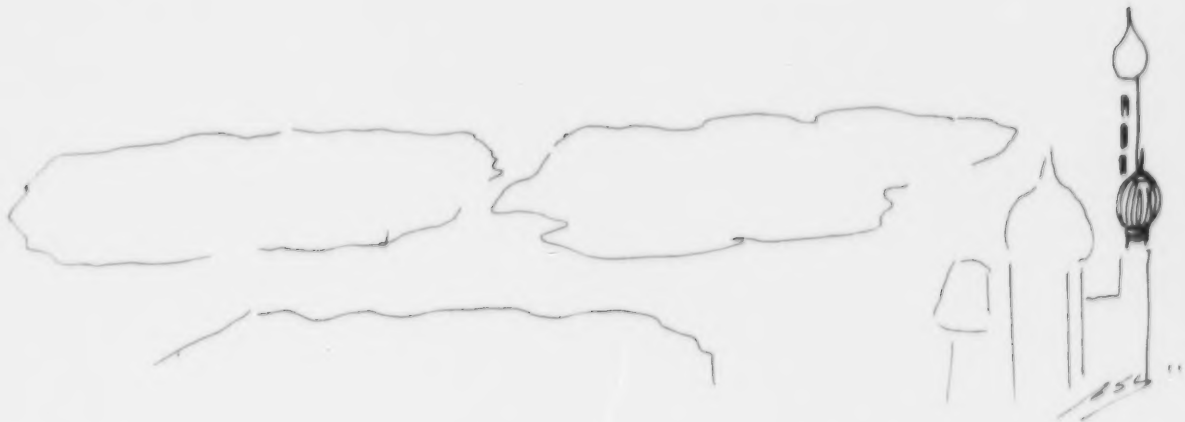
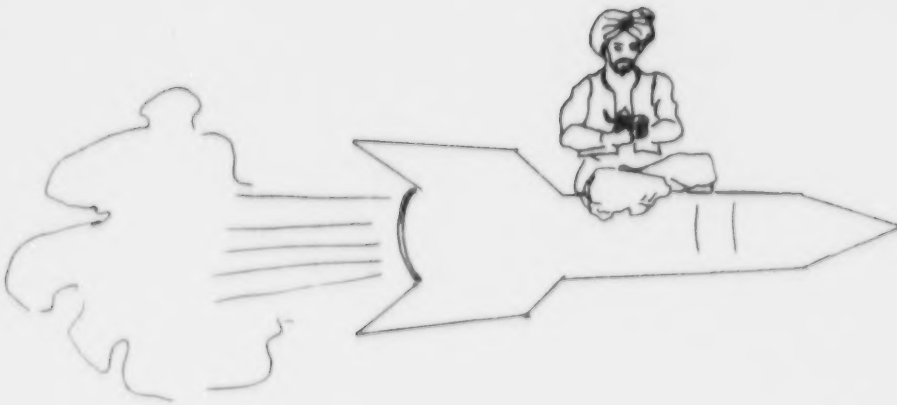
ACTIVITY 17

Have a "salad of stories" opening lines. Mix them all together and have the students tell the story. For example: "The big bad wolf finds Snow White and the Seven Dwarfs at Grandmother's house with Little Red Riding Hood."



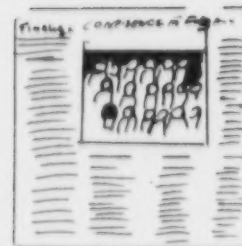
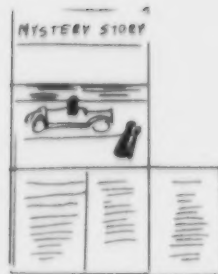
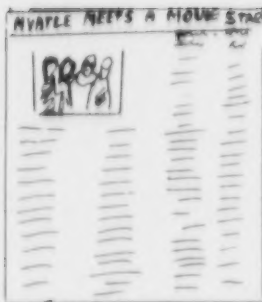
ACTIVITY 18

Tell a story to the children. Have them rewrite the story, changing the story setting. For instance: make the story futuristic, modern.



ACTIVITY 19

Put unrelated illustrations from a newspaper or a magazine together on paper. Have the students put them in "an order" and connect the illustrations into a story. Have them tell the story.



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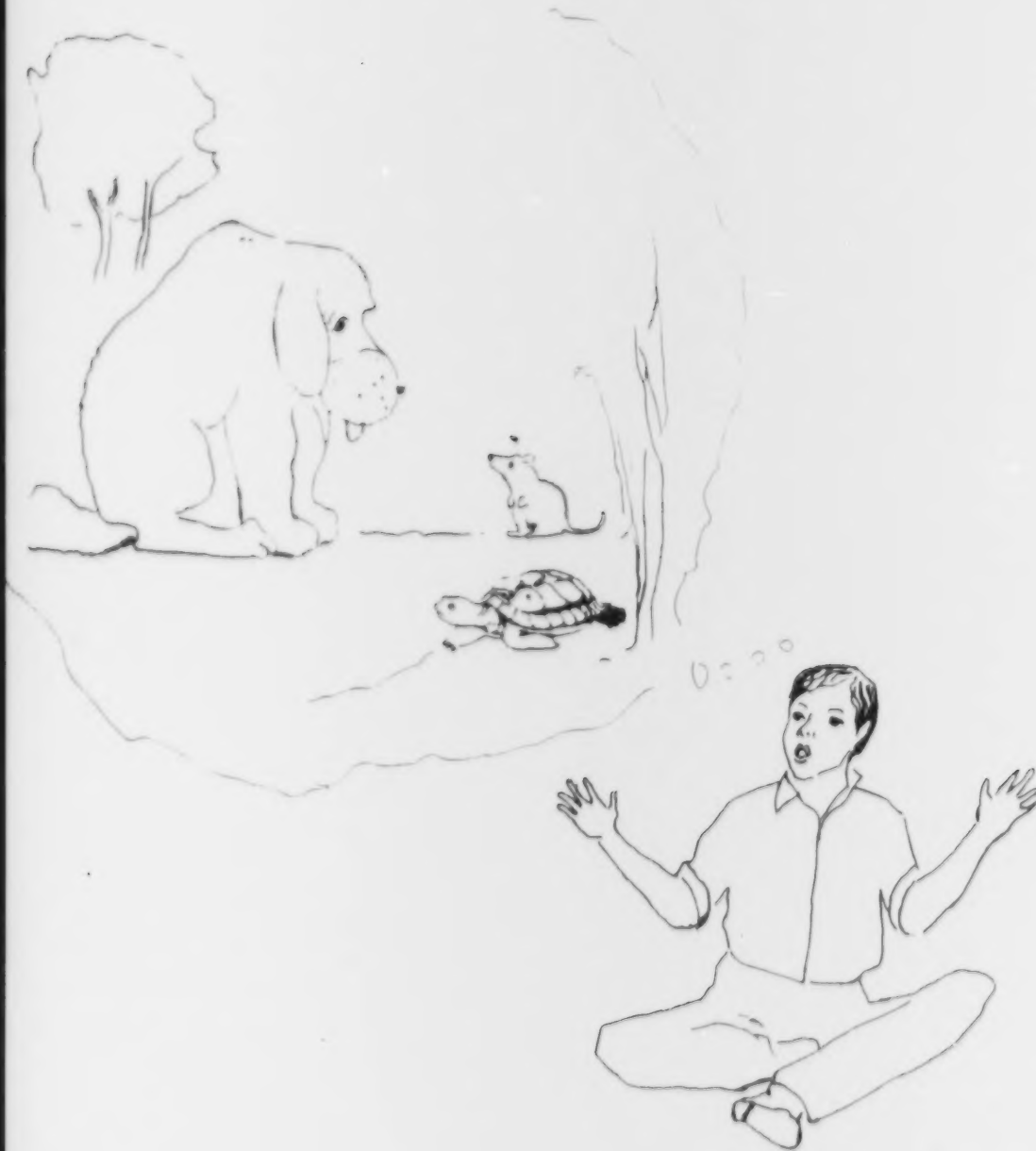
ACTIVITY 20

Place illustrations of the story on small cards. Have students hang their illustrations from their necks. Have them walk around the room and discuss the illustrations, and then place themselves in a line in the "proper" sequence of this "new" story.



ACTIVITY 21

Define and give the students examples of a folktale or fable. Then have the students write their own fables or folktales, and tell their fables and folktales to the rest of the class.



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ACTIVITY 22

Identify and write the names of Spanish-speaking countries on cards. Place the cards in a box. "Raffle" off the cards to the students. The student researches and identifies a story from that country (It can be a folktale, fable, etc.). The student learns the story, and then tells the story to the class.



ACTIVITY 23

Students can do research on World War II. They can make believe that they are persons living during that time and tell stories from the perspectives of a child whose father is at war and his/her mother goes to work for the first time, from the perspective of the mother, from the perspective of the father, from the perspective of an African-American soldier, from the perspective of a Japanese-American, etc.



ACTIVITY 24

Students can tell the story of an embarrassing moment in their lives.



ACTIVITY 25

Invite parents to participate in a parent storytelling activity.



ACTIVITY 26

Students can read a story several times, then write down what they remember about the story. Students can then practice telling the story with the use of a tape recorder or video. When students feel satisfied with their storytelling, they can tell the story to a "live" audience.



Beginning and Ending a Story

Phrases for Beginning a Story

Once upon a time...

There was once a...

This is the story of...

Would you like me to tell you a story?

A long time ago,...

Once there was a...

Let me tell you a story...

There is a story that...

This is the story of...

Long ago and far away...

In the land of...

Phrases for Ending a Story

...and they lived happily ever after.

...The End.

...and that was the way it was.

...Tomorrow is another day.

...Who knows what tomorrow will bring.

...That is the end of my story.

**Annotated Bibliography
of Children's Books**

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Picture Books

UN ARBOL ES HERMOSO

A Tree is Nice

Janice May Udry

Illustrated by Marie Simont

Translated by Maria Fiol

Ages 5-7

This charming and richly illustrated book has been praised by critics as "One of those books that prick a child into a realization of the beauty of the everyday world." With poetic simplicity, the author explains why trees play such an important role in our lives and in the natural world.

MANUELA Y EL MAR

Manuela and the Sea

Marta Osorio

Ages 5-7

In this poetic and joyful tale, Manuela makes a wondrous discovery: the ocean. She is in rapture, and the beach becomes her playground. She tastes the salt spray from the waves, dances on the sand, watches distant boats, gathers seashells, and builds sandcastles. Vibrant and fanciful illustrations capture the beauty and the magic of the sea.

LAS LECHUCITAS

Owl Babies

Martin Waddell

Ages 5-7

This enchanting tale captures the emotions experienced by three owl babies when they awaken one night to find their mother gone from the nest. The suspense builds as they try to imagine where she might be and wonder whether she will return. Dramatic full-page illustrations capture the beauty and mystery of the night landscape with brilliant illuminations of light and shadow.

VELOZ COMO EL GRILLO

Quick as a Cricket

Audry Wood

Ages 5-7

Striking full-page color illustrations will stimulate children's imaginations as a small boy compares himself to a wide range of animals. He is quick as a cricket, tender as a lamb, and fragile as a kitten. Children will enjoy visualizing the characteristics of these animals and will be inspired to think of many more comparisons.

GORILA

Gorila

Anthony Browne

Ages 7-9

Ana is a little girl who loves gorillas. Her father is always too busy to take her to the zoo or spend time with her. One night, Ana's toy gorilla come to life and takes her on the long-awaited trip to the zoo. The next day, Ana's toy gorilla is restored and her father has a surprise for her. Enchanting and beautiful illustrations bring the story to life.

STELALUNA

Stellaluna

Jannell Cannon

Ages 5-7

This is the saga of a bat named Stelaluna who falls into a bird's nest. She is adopted by the birds that occupy the nest and adapts to their habits. Eventually, she is reunited with her mother and realizes that the differences between birds and bats are insignificant. The book includes two pages of information about these often misunderstood creatures.

¡SALTA, RANITA, SALTA!

Jump, Frog, Jump!

Robert Kalan

Ages 6-8

This entertaining and appealing book tells the tale of the turtle that ate the snake that ate the fish that was in pursuit of the frog. Children will love this book for its ingenious plot and eye-catching drawings, and will enjoy repeating and remembering the sequence of events.

Beginning Readers**ADVINA CUANTO TE QUIERO**

Guess How Much I Love You

Sam McBratney

Translated by Teresa Mlawer and Esther Roehrich

Illustrated by Anita Jeram

Ages 3 - 5

How do a baby bunny and his father express their love for each other? Caramelo tells his father that he loves him as high as *he* can reach, but Papa repeats the sentiment, and he can reach very high indeed! Father and son try to outdo each other in this loving, humorous story. Simple text and repetitive refrains invite beginning readers, and the engaging illustrations convey the warmth and affection between father and son.

EL LIBRO DEL OSITO

The Bear Book
Anthony Browne

Ages 3-5

Crayon in hand, Bear appeases some menacing characters that cross his path. For a gorilla, he draws a teddy bear; for a crocodile, a trumpet; for a lion, a crown; and for an elephant, a mouse. Wait until you see how he disappears from the story! An imaginative and exciting adventure for young children.

COLECCION "LEAMOS CON PAPA Y MAMA"

Reading with Mom and Dad Series
Keiko Kasza

Ages 5-7

With endearing animal characters in hilarious situations, the Japanese author/illustrator creates a warm and wonderful world that children will find immensely appealing and entertaining.

Titles in the series:

- **Choco Encuentra una Mama**
Mother for Choco
- **Cuando El Elefante Camina**
When the Elephant Walks
- **El Dia De Campo De Don Chanco**
The Pig's Picnic
- **El Estofado Del Lobo**
The Wolf's Chicken Stew
- **El Tigre y El Raton**
The Tiger and the Rat

COLECCION "GARABATO"

Hook Series
Carmen Blázquez Gil

Ages 5-7

An ingenious series designed to hook children into reading, in which family life, animals, friendship, and nature take center stage. In each volume, images replace several words that children will learn to pronounce. Facing each page of text is a lush, full-page illustration that sums up the action described. A must for beginning readers!

Titles in the series:

- **El Camino Del Sol**
The Sun's Path
- **El Pequeño Elefante y las Noches Sin Luna**
The Little Elephant and the Moonless Nights

- **El Pez Rojo y El Pez Amarillo**
The Red Fish and the Yellow Fish
- **El Regalo**
The Gift
- **Los Colores del Camaleon**
The Chameleon's Colors
- **Los Pinguinos Heladeros**
The Ice Cream Penguins
- **El Pequeño Elefante y las Noches Sin Luna**
The Little Elephant and the Moonless Nights
- **El Pez Rojo y El Pez Amarillo**
The Red Fish and the Yellow Fish
- **El Regalo**
The Gift
- **Los Colores del Camaleon**
The Chameleon's Colors
- **Los Pinguinos Heladeros**
The Ice Cream Penguins

Rhymes, Riddles, Pastimes, and Proverbs

VOLAR YO QUIERO

I Want to Learn to Fly

Judy Barron/Maureen McGovern

Ages 5-7

With text written by Judy Barron and lyrics composed by world renowned singer Maureen McGovern, this amusing book tells the story of a girl who dreams of flying. Children will enjoy this magical ride around the world, and its simple rhyming text will appeal to beginning readers.

ASI VAMOS A LA ESCUELA

This Is the Way We Go to School

Edith Bear

Ages 5-7

Edith Bear shows readers how much fun getting to school can be for children around the world. Filled with silly rhymes and hilarious illustrations, this book will inspire children as it teaches them that school is a wonderful and exciting place to be.

ESTABA EL SEÑOR DON GATO

The Tale of Mr. Cat

Illustrated by Carmen Salvador

Ages 5-7

This whimsical poem is accompanied by lovely artwork and decorative borders. The verses and the melody are presented in a foldout format at the end of the book. The book tells the tale of Don Gato, a princely cat, and his marriage to an orange-eyed beauty. A perfect tale for singing and reading aloud.

LA PULGA Y EL PIOJO

The Ant and the Louse

Illustrated by Victor Pérez

Ages 5-7

Charming illustrations and vignettes present a tropical farm landscape as the scene for a wedding between an ant and a louse. The cast of characters includes a hungry cat and a timid mouse as bridesmaid and best man! The verses and the melody are presented in a foldout format at the end of the book.

JACK Y EL MONSTRUO

Jack and the Monster
Richard Graham
Illustrated by Susan Varley

Ages 5-7

A marvelous tale of sibling rivalry, masterfully illustrated. This is the story of Jack, a boy who feels left out when his baby brother -- the "monster" -- arrives. Eventually, he learns to play with him and both have a wonderful time. An appendix addresses the problem of jealousy among siblings.

UN DIENTE PENDIENTE

The Lost Tooth
Empar de Lanuza

Ages 5-7

In this amusing tale, Enrique the mouse loses a tooth while trying to eat an almond. There is no need to worry; he'll get a new one soon with the help of his uncle. Clever illustrations and engaging characters make this a very appealing story.

EL HIJO DEL JARDINERO

The Gardener's Son
Juan Farias

Ages 8-10

The gardener's son lives a life marked by sadness. But things begin to change the day he learns he will soon have a baby brother. As he anticipates the arrival of the new baby, the boy becomes more optimistic and realizes he has to mature. Lovely drawings give this sensitive story a charming touch.

LA INFANCIA DE MARTIN PIÑEIRO

Martin Piñeiro's Childhood
Juan Farias

Ages 10 and up

Martin's days "make no noise." Thus the author describes the character's existence -- a life that seems devoid of excitement. But his childhood is full of heartwarming, tender moments, beautifully told by one of Spain's best exponents of realism. Includes biographical data on the author, a special message from the author to the reader, and activities designed to develop the reader's capacity for critical thinking.

BINGO BROWN, AMANTE GITANO

Bingo Brown, Gypsy Lover
Betsy Byars

Ages 12 and up

Full of romantic notions, Bingo embarks on a stormy career as a gypsy lover. His long-distance romance has made him an authority on matters of the heart, but his hard-won status may be in jeopardy as he awaits the arrival of his baby brother. Will his new obligations interfere with his romantic aspirations? Gradually, Bingo learns some important lessons in maturity and family responsibility.

Family Life**LAS VACACIONES DE EMMA**

Emma's Vacation
David McPhail

Ages 5-7

McPhail's enchanting illustrations and easy-to-read text chronicle the adventures of Emma and her parents as they set off on their summer vacation. When things don't go quite right at first, Emma takes matters into her own hands and reminds everyone how special spending time together can be.

LAS ZAPATILLAS DEL ABUELO

Grandpa's Slippers
Joy Watson

Ages 5-7

This is the amusing tale of a grandfather who refuses to give up his old and threadbare slippers, and a grandmother who is determined to get rid of them. Children will enjoy following Grandpa as he discovers them in a variety of unexpected places around the house and yard.

MEMORIAS DE UN GATO TONTO

Memories of a Silly Cat

Luis A. Blanco Vila

Ages 6-8

lo, a house cat, tells the story of his life and the world in which he lives. The reader is drawn into the character, hopes, and dreams of the cat and the family members with whom he lives. Nothing escapes lo's sharp observations, and they will entertain and amuse young readers.

PAN Y MERMELADA PARA FRANCISCA

Bread and Jam for Frances

Russell Hoban

Ages 5-7

Frances decides there is nothing better to eat than bread and jam. To her great surprise, her parents agree with her and it seems that Frances will never have anything to eat but bread and jam, unless she agrees to try something else. An amusing tale, delightfully-illustrated.

CAMBIOS

Changes

Anthony Browne

Ages 5-7

One day, Joseph Kap notices that something strange is happening to the teapot. This is the beginning of an amazing day, full of surprises -- like the new brother who enters his family. With strong elements of surrealism, this book captures the magic of family life.

ALGO ESPECIAL PARA MI

Something Special for Me

Vera Williams

Ages 5-7

This moving tale captures a young girl's love for her family. Rosa, her mother, and her grandmother are going to empty the piggybank to buy Rosa a birthday present. But she doesn't want a present just for herself; she wants something that all of them can enjoy. An inspiring tale of family devotion, delightfully illustrated.

LA GATA ROSALINDA

Rosalinda, the Cat
Piotr Wilkon

Ages 5-7

Since her childhood, Rosalinda, a redheaded cat born to a family of black cats, was different. She always insisted on doing things in her own way, and after leaving home, she joined a rock band and became famous. Her parents are proud of her, and now they baby-sit her kittens while she goes on tour!

BUENAS NOCHES, LUCAS

Good Night, Fred
Rosemary Wells

Ages 5-7

Lucas is unable to sleep. He had an awful day; he broke the telephone and his brother is upset. When he goes downstairs, he realizes that he is home alone. All of a sudden, the phone rings and the magic begins. A marvelous tale of family love.

JOSEFINA Y LA COLCHA DE RETAZOS

The Josefina Story Quilt
Eleanor Coerr
Illustrated by Bruce Degen
Translated by Aída Marcuse

Ages 7-9

In this popular and entertaining tale, Faith and her family join a wagon train headed west. Faith's pet chicken, Josefina, accompanies them on their journey. Although Josefina is too tough to eat and too old to lay eggs, she still has a few surprises left.

¿QUIEN AYUDA EN CASA?

Who Helps Around the House
Ricardo Alcántara

Ages 7-9

Pablo and his father come home very tired every night and settle themselves in front of the television set and wait for Rosa, the mother, to serve them dinner. A realistic story that sheds light on rights and obligations at home.

¡14 DE FEBRERO, SAN VALENTINI!
February 14th, Saint Valentine's Day
Ricardo Alcántara

Ages 10 and up

Pepín the koala lives with his father because his mother works in the circus and travels constantly. His family's hectic schedule causes problems with social services officials who believe that he spends too much time alone. To solve the problem, he leaves home in search of his mother and the family is able to live together again.

EL SANCOCHO DEL SABADO
Saturday Sancocho
Leyla Torres

Ages 5-7

This is the enchanting story of a young girl, her grandmother, and their quest for the ingredients they need to prepare their favorite meal. María Lilí awakens one Saturday to find no food in the house except eggs, and no money for the market. But her grandmother takes her to the market, and with only a basketful of eggs, they find a way to make sancocho. This lovely book is illustrated with bold and vibrant watercolors that evoke the bustling atmosphere of the village markets of Central and South America. A recipe for sancocho is included.

Feelings

LENTES ¿QUIEN LOS NECESITA?
Glasses (Who Needs 'em?)
Lane Smith

Ages 6-8

Filled with clever illustrations, this is the story of a boy who is told by his doctor that he needs glasses and the humorous and entertaining dialogue that follows. The doctor presents all the practical uses of glasses, and the boy counters with a variety of hilarious scenarios. Yet a surprise awaits him when he finally tries on a pair and truly sees the world through different eyes.

DOÑA DESASTRE
Miss Disaster
Mabel Andreu and Mabel Piérola

Ages 6-8

Miss Disaster is forgetful and absentminded -- qualities which do not please her boss at the factory where she works. But everyone in town knows she is good-hearted and willing to lend a hand. A heartwarming tale that will appeal to young readers.

ALGODON

Cotton

Manuel L. Alonso

Ages 6-8

Enchantingly illustrated, this sensitive tale captures the devotion of a young girl, Paz, to her puppy, Algodón. The story takes a tragic turn when Algodón is killed by a car. When Paz's best friend gets a rabbit for a pet, she suggests a beautiful name for him -- Algodón.

EL LARGO VERANO DE EUGENIA MESTRE

Eugenia Mestre's Long Summer

Pilar Molina Llorente

Ages 7-9

This book will captivate readers with its tender moments. Geny spends her summer vacation with a grandmother that she hardly knows. One day, on her way to see a friend, Geny runs into a bull, and her grandmother comes to her rescue. This is a summer she will never forget.

FLORES PARA MAMA

Flowers for Mom

Jirina Marton

Ages 7-9

A boy picks a bunch of flowers for his mother and gives most of them away to strangers as he walks home. The few remaining ones are blown away after he helps an elderly lady. All he can save is a single wild rose. A heartwarming tale of sharing and filial love.

UN PUÑADO DE MIEDOS

A Bunch of Fears

Concha López Narváez

Ages 10 and up

Ten-year-old Quique is a timid boy who has real and imaginary fears. He spends a wonderful vacation at his grandmother's house where he meets his relatives from America, and is eventually able to overcome his fears.

UNOS CHICOS ESPECIALES

The Bus People
Rachel Anderson

Ages 12 and up

The heartwarming and inspiring story of eight handicapped kids and the driver of the bus who takes them to and from school every day. Each of the eight chapter of the book is named after a child on the bus and describes the problems he or she faces in a society that considers itself normal.

ME LLAMO MARIA ISABEL

My Name is Maria Isabel
Alma Flor Ada

Ages 8 and up

This book tackles an issue common to children in multicultural settings. María Isabel, a newcomer to the United States, feels hurt when her teacher decides that the class will call her *Mary* to distinguish her from the other two Marías. But María Isabel is proud of her own name and can't get used to the new one.

Friendship**UNA NOCHE DE NIEVE**

One Snowy Night
Nick Butterworth

Ages 5-7

This tale is filled with charming depictions of the winter landscape and its endearing inhabitants. The forest ranger always feeds the park animals, but one snowy night he realizes that his friends need something else besides food. The solution is achieved with amusing occurrences along the way. This heartwarming tale of friendship can be enjoyed throughout the year.

QUINO Y DINO

Quino and Dino
Miguel Alzueta

Ages 5-7

Quino always has dinosaurs on his mind. In fact, his only wish is to meet a dinosaur and become its closest friend. When a baby dinosaur hatches out of an ordinary egg one morning, Quino is delighted and offers to share his bed, meals, and toys with him. But his new friend grows up and begins to have some ideas of his own.

HAMAMELIS, MIOSOTIS Y EL SEÑOR SORPRESA

Hamamelis, Miosotis, and Mr. Surprise

Ivar Da Coll

Ages 5-7

Hamamelis' favorite cup is broken and Miosotis has a hole in his favorite slipper. The two best friends prove their love for one another when it comes time to ask Señor for the gift they most desire. The two adorable creatures are depicted in amusing, brightly colored illustrations.

EL PEZ ARCO IRIS

The Rainbow Fish

Marcus Pfister

Ages 5-7

Exquisitely illustrated, this best-selling book, translated into 17 languages, tells the story of a fish that shares his bright scales with friends. A lesson about friendship that can be appreciated by children from all cultures.

GANSA TONTA

You Silly Goose

Ellen Stroll Walsh

Ages 5-7

In this richly illustrated tale, Max the mouse attempts to warn his friends the geese that he has seen a fox with bright eyes, big ears, and a smooth and shining coat. One of the geese decides that Max must be the fox, and pushes him into the river. When the real fox arrives, Max rescues his friends and gives them a lesson in friendship.

MONTY

Monty

James Stevenson

Ages 5-7

Each morning, Monty the alligator gives his friends Arthur, Doris, and Tom a ride to school on his back. Every afternoon, he takes them back home. One day Monty doesn't show up. He has decided to go on vacation, and no one knows when he will return. The three kids have to find another way to get to school, but it isn't easy to replace the charming Monty.

EL CLUB DEL CAMALEON

The Chameleon's Club

Enrique Páez

Ages 8-10

A group of friends set out to find a gang who hypnotizes children through TV programs. The plot is fast-paced and absorbing, and touches upon several issues, such as technology, ecology, love, and friendship. The main character is Pablo, a teenager who the author depicts as having a soul that resembles his own. Includes biographical data on the author, a special message from the author to the reader, and activities designed to develop the reader's capacity for critical thinking.

40 NIÑOS Y UN PERRO

40 Kids and a Dog

Juan Farias

Ages 8 and up

This tale of generosity and kindness begins when an ugly and homeless dog shows up in town. The town's children fall in love with him after he performs magic tricks for them. But the town's mayor has other plans: he wants to put the dog to sleep. Forty kids pay the town to free the dog and together they become his masters.

MONTES, PAJAROS Y AMIGOS

Mountains, Birds and Friends

Montserrat del Amo

Ages 10 and up

It is the end of the summer and Martin, Peter, and María Sole are going to start a new life. María Sole feels she is losing her friends and has mixed feelings about what lies ahead of her. The story, illustrated with gorgeous watercolors, is believable and will hook the reader from the beginning.

YAGU, EL LOBO AZUL

Yagu, the Blue Wolf

Juan Antonio de Laigleisa

Ages 10 and up

Yagu is different from his fellow wolves. Not only is his coat navy blue, but he also doesn't like the taste of raw meat! When he befriends a blind boy, his life takes an unusual turn. This sensitive tale is told in Yagu's own words.

Favorite Characters

CAPERUCITA CUENTA CAPERUCITA

Riding Hood Tells Red Riding Hood

Alvaro del Amo

Ages 6-8

Little Red Riding Hood sets out every Thursday to take a basket of food to her grandmother. On the way, she meets the wolf who snacks on her and her grandmother. "Things can't go on this way," thinks Red Riding Hood to herself, and then she has an idea.

EL REY LEON

The Lion King

Gina Ingoglia

Translated by Daniel Santacruz

Ages 8 and up

Fast-paced, dramatic, and set in gorgeous African landscapes, this coming-of-age story is destined to become a classic. Simba the cub is destined to become the next lion king, but first he must learn the meaning of responsibility and assume his place in the circle of life.

Animal Stories

UNA MONITA CRECE

A Monkey Grows Up

Rita Golden Gelman

Ages 5-7

This warm and adventurous story follows an enchanting baby vervet monkey through a range of daily discoveries in her African jungle home. A wealth of beautiful illustrations capture the expressiveness and playful nature of monkeys -- qualities which make them especially appealing to children. The story also contains fascinating facts about monkeys and their world.

POPI SE HA PERDIDO

Schnitzel Is Lost

Hans Wilhelm

Ages 5-7

Popi sees the garden gate open and invites his friend to go for a walk. When she refuses, he pays no heed to her warnings and goes alone. Soon he realizes he is lost. Will he find his way home again? A delightful story that will be read over and over again.

¿DONDE ESTA MI OSITO?

Where's My Teddy?

Jez Alborough

Ages 5-7

Zany fun and nonsense are the hallmarks of this delightful book which has entertained children around the world in many different languages. It is the story of a boy who loses his favorite teddy bear, only to find a giant teddy and a real bear in the woods! Glorious full-page illustrations accompany a rhyming text which has been recreated in Spanish with all the humor and charm intact.

LA CAMA DE HORACIO

Horatio's Bed

Camilla Ashforth

Ages 5-7

In this story, an adorable stuffed rabbit tries to find a bed to sleep in. His friend the teddy bear, who is an artist, has a simple solution to the problem -- he will draw a bed! Camilla Ashforth's simple text and charming illustrations have won the hearts of many children. Her watercolors "have a refinement and grace that are played out in the book's unstudied design."

SAPO TIENE MIEDO

Frog is Frightened

Max Velthuis

Ages 5-7

Frog and his friends don't believe in ghosts until they hear frightening noises one day. They huddle together in Pig's bed for comfort. In the morning, it is Hare who gets a real scare when he finds Frog's house empty and gets no answer at Pig's because the three are fast asleep.

LA CANCION DEL LAGARTO

Lizard's Song

George Shannon

Illustrated by José Aruego and Ariane Dewey

Translated by Aída E. Marcuse

Ages 7-9

When Lizard composes a song, Bear is eager to learn it. But on his way home, he forgets the song and asks Lizard to teach it to him again. Once again, Bear forgets the song. Finally, he discovers the real reason why he can't remember Lizard's song.

GATO SALVAJE

Marsh Cat
Peter Parnall

Ages 10 and up

This story of courage is told by a writer with a true feeling for animals and the natural world. A cat arrives at the farm with an injured eye, and as he loses sight in that eye his life becomes increasingly difficult. His trials and tribulations provide a moving and sensitive tale for young readers.

TULINET, LAS SIETE VIDAS DEL GATO

Tulinet, A Cat's Seven Lives
Ricardo Alcántara

Ages 10 and up

Tulinet wants to be a professional singer, but this isn't an easy goal for a cat with no money or connections. He runs into a dog, Reinaldo, who is willing to help him realize his dreams. A charming story that takes place in a world where everything is possible.

ELMER

Elmer
David McKee

Ages 6-8

This is a charming tale about being different and standing out from the herd. Elmer the elephant is truly unique: his coat contains all the colors of the rainbow. Being different makes him unhappy, and he disguises his true colors. One day, it rains and his artificial color washes away. A surprise awaits when the reader finds out how his friends in the herd react!

OTRA BROMA DE ELMER

Elmer Again
David McKee

Ages 6-8

On Elmer's Day, all the elephants in the herd paint themselves for fun. Elmer always wants to make himself gray, but one day he has a clever idea. While the herd sleeps, he paints them all the colors of the rainbow, and when they awaken, no one knows who the true Elmer is! When Elmer turns the tables on his friends in the herd, they begin to see things in an entirely new perspective!

Fantasy

FUE EL GORILA

The Gorilla Did It

Barbara Shook Hazen

Ages 5-7

Much to his mother's irritation, a boy blames an imaginary gorilla for the mess he makes all over the house. The blue gorilla, which represents irreality, stands out against a black-and-white background, which represents reality. A marvelous example of the imaginative powers of children.

¿QUIEN CUIDA AL COCODRILO?

Who Will Take Care of the Crocodile?

Alma Flor Ada

Illustrated by Vivi Escrivá

Ages 6-9

In this lively and entertaining book, a teacher gives each of her pupils an animal to take care of during their vacation. Anita chooses the crocodile, and her nearsighted aunt thinks she has brought home a dog. A wonderful vacation is in store for both Anita and her aunt, who can finally sleep now that the frogs that once kept her up at night have disappeared! Exquisitely illustrated.

EL ZOO DE VERANO

The Summer Zoo

Isabel Córdova

Ages 10-12

Silvia has failed two of her classes and is forced to stay in the city and go to summer school while the rest of her family is vacationing at the beach. Her brothers and sisters, afraid she will be lonely, persuade friends and neighbors to leave their pets with Silvia for the summer. There is not a dull moment in this clever story.

EN EL DESVAN

In the Attic
Hiawyn Oram

Ages 5-7

This superb surrealist tale takes the reader on a fantastic journey, with astonishing and vibrant illustrations. The tale begins when a boy ventures into an empty attic in search of adventure and finds a lush world inhabited by animals and plants. The boy embarks on a flight of fancy as he takes off through a window and travels to faraway places. The story ends on a surprising twist when the reader discovers that the house has no attic.

UN CUENTO DE HADAS

A Fairy Tale
Tony Ross

Ages 5-7

Little does Bessie know that Daisy, the elderly woman who lives next door, is a fairy. Daisy tells her that fairies are not always tiny and pretty, and that they usually lead normal lives. As time passes and their friendship grows stronger, Daisy gets younger and Bessie ages. Marvelously illustrated, this book dispels myths about fairies and its message of friendship and love will appeal to children.

LUN

Lun
Carlos Murciano

Ages 6-8

Lun, the mischievous son of the moon, is small and luminous and needs to protect himself from the sun, who is capable of melting him. But Lun is curious and only the ingenuity of the wise owl will help him find a way to explore the world.

EL GEGENIO

The Genie
Fernando Alonso

Ages 6-8

Eugenio, a fisherman, doesn't believe the fantastic stories told by the people of the sea, until one day he retrieves an old oil lamp from the sea. A genie lives in the lamp, and the wishes he grants cause all sorts of problems for Eugenio and the townspeople.

CUENTO DE PAPA

Papa's Story
Eugene Ionesco

Ages 6-8

This unusual tale of imagination and tenderness is written by Ionesco, the gifted playwright. A girl and her father go on a plane ride over the city, visit the sun, and taste a slice of the moon. What is more amazing is that they never leave their house to enjoy the experience.

ROSAURA EN BICICLETA

Rosaura Wants a Bicycle
Daniel Barbot

Ages 6-8

Humorous illustrations add zest to the story of Rosaura, a hen that wants a bicycle for her birthday. Her owner, Amelia, tries to grant her wish but is told that such a bicycle cannot be made. One day a skillful man shows up in town and a bicycle is made for the hen's birthday. The story shows that one must not give up hope -- dreams can be achieved, even if they do not seem possible.

BENSUF, EL RELOJERO

Bensuf, the Clockmaker
Pablo Zapata Lerga

Ages 6-8

A long, long time ago, in the Far East, there lived a clockmaker whose work was praised by emperors and kings. One night, he dreamed about a very special kind of clock and decided to make it a reality.

UN CONEJO EN EL SOMBRERO

A Rabbit in the Hat
Jesús Ballaz

Ages 6-8

Making people laugh is Chin's trade, but the clown seems to have lost his touch. He no longer has ideas for new jokes or inspiration for his routines. Seeking to recover his imagination, Chin journeys to the island of fantasies.

LA VENGANZA DE LA LUNA

The Moon's Revenge
Joan Aiken

Ages 6-8

Sep, the seventh son of a seventh son wants to learn to play the violin. A voice tells him that the best way to master the instrument is by throwing a shoe at the

moon for seven consecutive nights. The moon grants him his wish, but punishes him for dirtying his face.

EL MURO DE PIEDRA

The Stone Wall

Ricardo Alcántara

Ages 7-9

Ana is born, raised, and gets married in a castle from which she never leaves. Her father, the king, doesn't want her to know what's beyond the castle's imposing walls. One day, her children encourage her to find out what the outside world is like. The book will receive high marks for its charming color drawings and original plot.

RAMIRO

Ramiro

Beatriz Ferro and Clara Urquijo

Ages 7-9

An illustrated story, full of wit, about a mouse in fifteenth-century Spain who decides to run away from his traditional enemies, the cats. He sneaks onto one of Columbus' ships and lands in America, a land where no cat has set foot -- yet.

CUANDO TODO PASA VOLANDO

When Everything Flies By

Beatriz Doumerc

Ages 7-9

In this tribute to freedom, José envies birds because they can fly -- a power that he does not have. One day, the whole world sprouts wings, and even bird cages can fly. The irony of the story is that the only ones who are unable to fly are the birds, who are now kept in cages.

LA PRINCESA QUE PERDIO SU NOMBRE

The Princess Who Lost Her Name

Pilar Mateos

Ages 7-9

There once was a princess who was so careless that one day she lost her name. While looking for it, she meets a gardener with whom she falls in love. But without a name, what could he call her when he dreams about her? Her search ends with a beautiful message of self-realization.

EL MUÑECO DE NIEVE

The Snowman
Janoshc

Ages 7-9

A touching story about a snowman who is invited to a little girl's birthday party and what happens when he arrives. Little does he know that his life will be changed forever.

MARIA CELESTE

María Celeste
Carmen Posadas

Ages 8-10

At the bottom of the ocean lies the *María Celeste*, a pirate ship that sank long ago with stolen treasures. The fish have played for years among coins and gems, and one day a submarine invades their turf in search of the treasure. Children will enjoy reading about the arrangement the sea creatures make with the humans to save the ship.

LOS BATAUTOS

The Batautos
Consuelo Armijo

Ages 8-10

The *batautos* are green gremlinlike characters with huge ears and peculiar costumes who live in the forest. This touching story about the interactions of these strange creatures is full of warmth and humor and is accompanied by handsome illustrations.

¡GUAU!

Woof!
Allan Ahlberg

Ages 10 - 12

Eric is an ordinary little boy until the day he turns into a dog! With the help of his best friend Roy, Eric tries to find out how his amazing transformations took place and the two embark on a number of very entertaining adventures in the process.

EL ENIGMA DE LA MUCHACHA DORMIDA

The Mystery of the Sleeping Maiden
Joan Manuel Gisbert

Ages 10 and up

It is the summer of 1422, and the circus has come to town. One of its strangest attractions is a sleeping maiden who has been confined to a coffin for years, and whose owner is a ruthless charlatan. Someone in the audience is determined to

unlock the mystery of her long sleep. Includes biographical data on the author, a special message from the author to the reader, and activities designed to develop the reader's capacity for critical thinking.

LA CASA IMAGINARIA

The Imaginary House
Pilar Mateos

Ages 10 and up

This fanciful tale takes place in an unusual house where big brothers don't get mad because you've decided to take some ice cream, where you don't get grades sent home from school, and where nobody makes you turn the lights out at bedtime. Special things happen in this house.

EL HOMBRE DE LAS MARIONETAS

The Puppet Master
Joaquín Aguirre Bellver

Ages 12 and up

In the mountains is a small town where people are always happy -- so happy indeed that they believe they live in paradise itself. Then comes a puppet master, who pretends to "civilize" that wonderful place. Will he succeed in his endeavors?

EL PODER DE LAS ESTRELLAS

The Power of the Stars
Javier Requero

Ages 12 and up

In this compelling novel by a top Spanish writer, the main character Toni is not a typical teenager. His life is full of wonderful opportunities, and his uncle wants to make him into a famous man. But after his uncle's death, many things begin to happen in Toni's life.

LA GUIA FANTASTICA

The Fantastic Guide
Joles Sennell

Ages 12 and up

This mesmerizing book describes the adventures of a unicorn that goes around the world in search of people with imagination. When he finds someone who can imagine him, he flies; when the imagination of the rider weakens, he turns into a cloud and waits for somebody who can imagine him again.

HISTORIAS ASOMBROSAS

Amazing Stories

Jordi Sierra I Fabra

Ages 12 and up

Shakanjoissha is a fascinating and enchanted island located somewhere in space. It's a place where the most incredible things you may have ever imagined have already happened. These stories will captivate readers from beginning to end.

BONICULA

Bunnicula

Deborah and James Howe

Ages 12 and up

Chester the cat is the hero of this story. One night, he notices something strange in the family's new pet -- a bunny with a macabre smile and two sharp, shining fangs. The newcomer's presence will forever change the lives of the characters in this thriller: a cat and a bewildered family.

EL ARQUITECTO Y EL EMPERADOR DE ARABIA

The Architect and the Emperor of Arabia

Joan Manuel Gisbert

Ages 12 and up

The Arabian emperor, Al-Iksir, has no children and is concerned that he will be forgotten after he dies. He commissions an architect to design a huge garden to preserve his memory. Fantasy and suspense blend skillfully in this story.

Humor**STREGA NONA**

Strega Nona

Tomie de Paola

Ages 5-7

When Anthony decides to cook spaghetti in Strega Nona's magic pot, he has no idea of the trouble he's going to cause. Luckily, Strega Nona saves the day. A thoroughly entertaining and amusing tale.

LLAMAN A LA PUERTA

The Doorbell Rang

Pat Hutchins

Translated by Aida E. Marcuse

Ages 5-7

Mother has just finished baking cookies for her two children when the doorbell rings. Who can it be? From this moment, the story takes a surprising twist, as unexpected as the mysterious visits.

DONDE HAY HUMO

Where There's Smoke

Janet Munsil

Illustrated by Michael Marchenko

Ages 5-7

A humorous tale of the battles that people engage in to break out of their bad habits. Daisy is a nail-biter and her dad is a smoker. Together they decide to quit, so the concoct numerous schemes that they think will work.

WILLY Y HUGO

Willy and Hugo

Anthony Browne

Ages 5-7

In this adventure, Willy makes a new friend, Hugo the gorilla, and they spend the day looking at the captive humans in the zoo. Willy also renews acquaintance with an old enemy, Buster Bignose. This amusing book will entertain and charm its readers.

UN DIA LIBRE AJETREADO

The Rescue Party

Nick Butterworth

Ages 6-8

Thomas the ranger has the day off, but his plans to have a quiet lunch in the park are spoiled when a little rabbit has an accident and he has to lend a hand. Enchanting drawings add zest to a story that will be immensely appealing to young readers.

ZOOLOGICO

Zoo

Anthony Browne

Ages 6-8

Mom, Dad, and their two children spend a day at the zoo. As they look at the animals, the animals look back at them. What do each of them see? A typical family outing peppered with Browne's humor.

EL LEON DE TOMAS

Tom's Lion

Michael Morpurgo

Ages 10-12

An adventurous and amusing tale of an elusive lion and a young boy's efforts to capture him. As Tom watches, the lion stands in the distance eating the leftover Christmas turkey and brussel sprouts. Tom has seen the lion before, but no one believes him. The only way to prove he isn't imagining the beast is to trap him.

QUIERO UN GATO

I Want a Cat

Tony Ross

Ages 10-12

More than anything in the world, Jessy wants a cat, but her parents will not allow it. *if* she cannot *have* a cat, Jessy decides, then she will *be* a cat. Young readers will delight in Jessy's adventures as she travels from home to school to a restaurant dressed as a cat. When her parents finally give in, Jessy has quite a surprise for them!

¿QUIEN USA LAS PAPELERAS?

Who Uses Wastepaper Baskets?

Ricardo Alcántara

Ages 10 and up

When Pablo finishes a snack and throws the wrapper over his shoulder, it hits another boy who immediately retaliates by tossing paper back at him. So begins a paper-throwing battle that paralyzes the city. A humorous treatment of a serious littering problem.

Classics

EL SEÑOR CONEJO Y EL HERMOSO REGALO

Mr. Rabbit and the Lovely Present

Charlotte Zolotow

Illustrated by Maurice Sendak

Translated by María Fiol

Ages 5-7

The classic tale, by two of the paragons of children's literature, tells the story of a rabbit who helps a little girl find a lovely birthday present for her mother. With gorgeous and fanciful illustrations by Maurice Sendak, the tale will delight young readers to the end.

EL CONEJITO ANDARIN

Runaway Bunny

Margaret Wise Brown

Illustrated by Clement Hurd

Translated by Aída Marcuse

Ages 5-7

This heartwarming story is illustrated with endearing color and black-and white illustrations. It tells the tale of a little bunny's imaginary game of hide-and-seek and the lovingly steadfast mother who finds him every time.

LOS TRES LOBITOS Y EL COCHINO FEROZ

The Three Little Wolves and the Big Bad Pig

Eugene Trivizas

Illustrated by Helen Oxenbury

Ages 5-7

A wonderful retelling of the classic tale with a great role reversal. Here, the bad pig is the one who huffs and puffs and blows the house down. He resorts to drastic measures with a drill and a sledgehammer. Beauty prevails over might and the bad pig, who in the end becomes a good one, is overcome by the sweet smells of the house of flowers that the wolves have built.

SE VENDEN GORRAS

Caps for Sale

Esphyr Slobodkina

Translated by Teresa Mlawer

Ages 5-7

Based on an old folktale, in which hilarious confusion seems to be the rule, this is the story of a peddler who falls asleep under a tree and upon waking, finds countless monkeys above him wearing his hats.

LOS SIETE HERMANOS CHINOS

The Seven Chinese Brothers

Margaret Mahy

Translated by Susan Pasternak

Ages 7-9

A magnificently illustrated and authentic retelling of the classic Chinese folktale of the seven brothers and their supernatural gifts. Children will be enthralled by the splendid illustrations and the mystery and magic of the tale.

PETER PAN Y WENDY

Peter Pan and Wendy

Abridged Edition

J.M. Barrie

Ages 8-10

All children grow up, except Peter Pan. Wendy Darling, a young girl who takes care of Peter Pan, accompanies children to Never-Never Land where they meet him and other fascinating characters. Exquisite drawings to make this timeless story a gem to treasure.

UN GRANJERO DE DIEZ AÑOS

Farmer Boy

Laura Ingalls Wilder

Ages 8 and up

Laura Ingalls Wilder draws an endearing portrait of a farmer boy growing up in the Midwest in the 1800's. The boy became an important part of the author's life years later, when they were married.

EN LAS ORILLAS DEL LAGO PLATA

By the Shores of Silver Lake

Laura Ingalls Wilder

Ages 8 and up

Hope and dreams, as well as need, take the Ingalls family to their new home by Silver Lake. It seems that this time, after so many obstacles and hardships, the family finds some happiness, although it is temporary.

ALADINO Y LA LAMPARA MARAVILLOSA

Aladdin and the Wonderful Lamp

Adapted by Eulalia Valeri

Ages 8 and up

Aladdin, one of the most memorable characters from *The Arabian Nights*, is granted three wishes by the genie who he frees from a magical lamp. His life is changed forever when the genie turns him from a poor boy into a wealthy prince.

Fables and Fairy Tales

COLECCION "MIS CUENTOS FAVORITOS"

Well-Loved Tales Series

Various

Ages 7-9

This enchanting series of best-selling Ladybird fairy tales is written in an easy-to-read fashion and each book has its own unique and vibrant illustrations. A wonderful introduction to these age-old classics for the young reader.

Titles in the series:

- **Blancanieves y Los Siete Enanitos**
Snow White and the Seven Dwarfs
- **Caperucita Roja**
Little Red Riding Hood
- **El Flautista de Hamelin**
The Pied Piper
- **El Patito Feo**
The Ugly Duckling
- **La Cenicienta**
Cinderella
- **La Princesa y El Sapo**
The Princess and the Frog
- **Los Duendes y El Zapatero**
The Elves and the Shoemaker
- **Los Tres Cerditos**
The Three Little Pigs
- **Pinocho**
Pinocchio
- **Ricitos de Oro y Los Tres Osos**
Goldilocks and the Three Bears

CUENTOS DE ANDERSON

Andersen's Fairy Tales

Illustrated by Lisbeth Zwerger

Ages 8 and up

Eight tales by the ever-popular Dutch writer, including the well-known *The Emperor's New Clothes*, *The Little Match Girl* and *The Princess and the Pea*, are presented in this gorgeous new edition, illustrated in soft watercolors.

Folklore, Legends, and Mythology

LA LEYENDA DE LA FLOR DE NOCHEBUENA

The Legend of the Poinsettia

Tomie de Paola

Translated by Clara Kohen

Ages 7-9

When Lucida's mother falls ill, the blanket they were weaving together for the Christmas procession remains unfinished. On Christmas Eve, Lucida has no gift to lay at the Nativity scene. She enters the church with an armful of grass and something amazing happens. De Paola captures the spirit of Christmas in this lovely rendition of the Mexican legend of the poinsettia.

LA CANCION DEL COQUI

Y otros cuentos de Puerto Rico

The Song of El Coquí and Other Tales of Puerto Rico

Nicholasa Mohr and Antonio Martorell

Ages 8 and Up

The three stories in this collection wonderfully depict the rich ancestral traditions of Puerto Rican culture. Tales of the indigenous Tainos, the African population of Puerto Rico, and the Spaniards are woven together by the author and artist, who create a multifaceted portrait of a vibrant land and a culture composed of three beautiful and distinct strands. The book contains brilliantly colored, breathtaking illustrations and a section of terms and factual information.

LOS CAZADORES DE MIEL

The Honey Hunters

Francesca Martin

Ages 8 and up

From the Bantus of Southern Africa comes this tale about a quest for honey and its effect upon man and beast. The harmonious natural order is forever changed when a mysterious green bird leads a young boy and a group of animals to a treasure: a hive of the purest and sweetest honey. Delicate and beautiful full-page illustrations capture the exoticism of the African plains and the lyrical quality of the landscape.

PAUL BUNYAN

Paul Bunyan

Steven Kellogg

Translated by Aida E. Marcuse

Ages 8 and up

This splendidly illustrated book recounts the life and legend of Paul Bunyan, the extraordinary lumberjack from Maine, whose unusual size and strength brought him

a life of excitement and adventure. Children will be delighted by his incredible experiences and inspired by his great courage and feeling for people and animals. A wealth of beautiful illustrations convey the drama and the mythical qualities of the story in exquisite detail.

Short Stories

TARDE DE CUENTOS

Tales to Read in the Afternoon
Mercedes Neuschafer-Carlon

Ages 8-10

Tales that start with the words "Once upon a time..." evoke images of heroes and faraway kingdoms. Several of the tales of this beautiful collection, by a skilled storyteller, start with those words and take place in fantastic lands where friends stay together forever, or describe situations in which goodness always triumphs.

EN EL LABERINTO DEL VIENTO Y OTROS CUENTOS

In the Labyrinth of the Wind and Other Stories
Marina Colasanti

Ages 10 and up

Twenty-three gems of poetic writing are collected here. Readers will be captivated by these masterfully written stories of kings who build the highest walls to meet with the wind, girls whose lives become interwoven with their embroidery, warriors who hide their faces from the world, and princesses who chase butterflies and fall in love with unicorns. Delicate and exquisite drawings embellish the text.

BEISBOL EN ABRIL Y OTRAS HISTORIAS

Baseball in April and Other Stories
Gary Soto

Ages 10 and up

A wonderful collection of 11 stories by one of the most talented Latino writers in the United States. The characters of these stories are Latino children with a passion for life. Soto's portrayals offer strong psychological insight and describe situations most of us can relate to.

CUENTOS PARA DORMIR A LA ABUELA

Stories for Grandma's Bedtime
Antonio Manuel Fabregat

Ages 10-12

After a lifetime of enjoying their grandmother's wonderful stories, her children and grandchildren decide to gather at her bedside each night and tell her a different tale. In this way, they show her their appreciation and send her off to sleep in the warmth of their love.

Adventure

JUMANJI

Jumanji
Chris van Allsburg

Ages 6-8

The game that Peter and Judy find under the tree looks like other games they have at home. But their parents are away and they are bored, so they decide to play Jumanji -- despite the warning note they find inside. Little do they know they are in for the adventure of their lives.

ALEX QUIERE UN DINOSAURIO

A Boy Wants a Dinosaur
Hiawyn Oram and Satoshi Kitamura

Ages 6-8

Two award-winning Japanese authors have created this enchanting story of a boy named Alex, who wants a dinosaur for a pet. When he gets his wish, he tries to transform everything in his home, his neighborhood and his school to meet the needs of this cumbersome and destructive creature. At the end of the story, he realizes that the dinosaur cannot be part of his world.

MEMORIAS DE UNA GALLINA

Memories of a Hen
Concha López Narváez

Ages 8-10

This enchanting tale draws the reader into the life of a hen and her world: her birth, growing up, the lessons of her mother, life in the coop, and the events in her adult life. An unusual animal, she is joyful and curious, yet impatient and eager to do things for her friends. A keen observer of her world and its inhabitants, she tells a story that has many resonances for human society.

AVENTURAS DE PICOFINO

The Adventures of Picofino
Concha López Narváez

Ages 8-10

The story of Picofino begins in *Memorias de Una Gallina* when he first learns to fly. In this book, readers will be enthralled by his adventures as he embarks on a flight around the world. On his journey, he meets many friends, sees many places, and faces great challenges. In the process, Picofino learns many things about himself and the world beyond his home and family.

LA TORRE

The Tower
Montserrat del Amo

Ages 8-10

One disappointment after another inspires Luis to search for a tower that is strong enough and solid enough to shelter his hopes and dreams. Readers will enjoy accompanying Luis on his quest and will be surprised to see where it ultimately leads him.

TRES MONEDAS DE UN PENIQUE

Three Pennies
Juana Aurora Mayoral

Ages 10 and up

This fascinating tale is based on a true story that took place in New York in the 19th century. When the main character opens the door one day to a stranger, a series of unusual and mysterious adventures begin. Includes biographical data on the author, a special message from the author to the reader, and activities designed to develop the reader's capacity for critical thinking.

EN BUSCA DEL TESORO

In Search of a Treasure
Manuel L. Alonso

Ages 12 and up

When Martin, a young boy, goes looking for a treasure, he teams up with Sebas, a former pearl diver, adventurer, and pirate who is now a vagabond. The most valuable thing Martin gains from this partnership is the knowledge that the best things in life are free.

Realistic Fiction

SOÑANDO MAR

Dreams of the Sea
Montserrat del Amo

Ages 8 and up

When another friend leaves the town of Villacampo to move to the seaside, Manuel, Julio and Tomás decide to call themselves the "inland castaways." Surrounded on all sides by hundreds of miles of land, they dream of the water and devise a scheme to send a message in a bottle down the river and to the sea.

UNA RUEDA EN LA ESCUELA

The Wheel on the School
Meindert DeJong
Illustrated by Maurice Sendak

Ages 10-12

The storks left the town of Shore many years ago. This book tells what happened when the children and adults of a small fishing village in Holland worked together to bring the birds back. Young readers will be moved by this example of cooperation and the results achieved against all odds.

DESDE EL CORAZON DE LA MANZANA

From the Core of an Apple
Juan Farias

Ages 10 and up

Many years ago, a teacher asked his students to keep a diary during their summer vacations. The author provides us with one boy's fascinating account of his daily experiences, thoughts, and feelings during that summer.

LA ISLA DE JACOBO

Jacob's Island
Juan Farias

Ages 10 and up

Jacob is a boy with a great deal of intuition who is attracted to modern life, yet loves his village. In his village, traditions exist side by side with the factory, videos, and computers. Jacob feels confused by these modern changes and wishes he were older.

ABDEL

Abdel
Enrique Páez

Ages 10 and up

Written in the first person, this is the story of Abdel, a boy who flees his home in Morocco for Spain with his father in search of a better life. Despite the hardships they encounter, they love their new country. The story is based on an actual diary kept by Abdel which was furtively copied by a social worker and sent to an editor.

EL NIÑO Y EL RIO

The Boy and the River
Henri Bosco

Ages 12 and up

The main character of this story -- written by a giant of French literature -- will never forget the days of his youth when he lived by the water. What he saw then, what he still sees, and when he remembers, he is once again the child who was enchanted by the world of water that he had discovered so long ago.

PATIO DE CORREDOR

The Tenement
Montserrat del Amo

Ages 12 and up

This appealing novel sheds light on one of the least known chapters in Spanish history. It tells the story of Macario and his family during the difficult years of the post-war Spain. The family lives in a modest apartment with a hallway for a backyard. Maruja, the oldest sister, is ready to leave home to start a new life. Includes biographical data on the author, a special message from the author to the reader, and activities designed to develop the reader's capacity for critical thinking.

PRIMOS

Cousins
Virginia Hamilton

Ages 12 and up

Camy, a little girl, lives with her mother and her brother, and spends a lot of time with her three peculiar cousins. She can't stand one of them, Patty Ann, and wishes she would disappear -- like in the movies. But what would happen if she did? A tender tale of family relationships.

UN LUGAR ENTRE LAS SOMBRAS

Somewhere in the Darkness
Walter Dean Myers
Translated by Osvaldo Blanco

Ages 12 and up

This highly acclaimed and powerful novel from the award-winning author Walter Dean Myers explores how a young boy's life is forever changed when he meets his father, a convicted criminal.

Historical Fiction**EL BEISBOL NOS SALVO**

Baseball Saved Us
Ken Mochizuki
Translated by Tomás Gonzáles

Ages 10 and up

This moving tale of life in a Japanese American internment camp during World War II has won many awards and has received the highest acclaim for its poignant text and magnificent illustrations. This is the story of a Japanese American boy in an internment camp who learns to play baseball and gains enough confidence and spirit to overcome the hardships and discrimination he faces. Inspired by actual events, this story of hope and courage documents a part of the American past that has almost been forgotten. Many of the illustrations were inspired by Ansel Adams' photographs of the Manzanar internment camp in 1943.

LA SOMBRA DE LA DAGA

The Shadow of the Dagger
Pilar Molina Llorente

Ages 10 and up

After his father's death, Ludovico realizes that the awesome Florentine palace where he has been raised is no longer a safe place. Danger looms everywhere, and the atmosphere is rife with intrigue and conspiracy. For him, to be the new lord means the end of his childhood. The struggle between what he wants and what he must do forces him to make a difficult decision.

NO ME LLAMO ANGELICA

My Name is Not Angelica
Scott O'Dell

Ages 10 and up

Written in the first person, this is the gripping story of Raisha, an eighteenth-century African girl who is sold at a slave market in the Caribbean island of Saint

John. O'Dell researched the book's historical background in official documents of the period.

EL TIEMPO Y LA PROMESA

Time and Promise

Concha López Narváez

Ages 12 and up

This historical novel takes place in Spain in 1492, when the Jewish people are forced to leave the country and unforeseen events delay their departure. This is a story about prejudice and ignorance as well as tolerance, set during one of the most dramatic periods in Spanish history.

UN MUCHACHO SEFARDI

A Sephardic Boy

Carmen Pérez-Avello

Ages 12 and up

José, a Sephardic boy, longs to return to Toledo, the land of his ancestors, so that he can learn enough Spanish to be able to teach it to the other Sephardic children in his new village. His aspirations will inspire readers as they learn how the Jewish and Moorish people were forced to leave Spain in 1492.

LA CASA PINTADA

The Painted House

Montserrat del Amo

Ages 12 and up

Chao goes to Beijing for the first time, where he sees a beautiful painted house, whose owner is the emperor of China. Chao is completely captivated by the house, and his one goal is to own a house like it someday. The drawings capture the exotic beauty of the landscape and a culture rich with traditions, and will transport readers to the old China.

CUERPOS DE COBRE, CORAZONES DE JADE

Copper Bodies, Jade Hearts

Juana Aurora Mayoral

Ages 12 and up

Rich in descriptions, this novel centers around the lives, traditions, and secrets of an Aztec family. Page after page, readers immerse themselves in the magic, mystery, and beauty of the Aztec culture -- one of the most flourishing at the time of the Spanish conquest. Includes a glossary of Aztec words.

LA HIJA DE PAZ

The Peace Child

Ann Phillips

Ages 12 and up

All in Alys' family share a secret. Why do they hide it from her? The answer to this and other questions leads Alys to enter into an exciting life and to be present during the most important events of medieval England. Rivalries and courage are the main elements of this thrilling novel by a prestigious British writer.

EL CHICO DE SEVILLA

The Boy from Seville

Dorit Orgad

Ages 12 and up

The life of 12 year-old Manuel, a boy in seventeenth-century Spain, changes radically when his father tells him that they are secret Jews, despite their outward practice of Christianity. Manuel must come to terms with Judaism and face the intolerance and violence of a society that believes Jews living in secrecy must be killed.

History/Social Studies

EN 1492

In 1492

Jean Marzollo

Ages 6-8

Lush artwork and rhyming narrative entertain readers as they learn the history of Columbus' first crossing of the Atlantic. Picturesque seascapes and landscapes draw the reader into the story, and the lively rhymes make this a chapter of history that children will remember.

EL EDIFICIO MAS IMPORTANTE DE LA CIUDAD

The Most Important Building in Town

Garry Hurl

Ages 8 and up

There are many buildings in this town: the hospital, City Hall, the fire station, and the library. Which is the most important? This story will surprise readers with the sensitivity of its characters and will make them reflect on the importance of team work, loyalty, and helping others.

PLANTEMOS SEMILLAS

Planting Seeds
Patricia Quinlan

Ages 8-10

A little girl is concerned about nuclear bombs and hunger. After her father tells her it is more important to plant seeds than to build bombs, she starts planting seeds to feed hungry children. A marvelous, simple approach to two of the world's most pressing problems.

EL DIARIO DE PEDRO

Pedro's Journey
Pam Conrad

Ages 10 and up

Written by an award-winning author in the form of a diary, this captivating book brings to life the story of Christopher Columbus' journey to America through the eyes of Pedro, a young sailor on the Santa María.

Anti-Bias Books**LA NIÑA INVISIBLE**

The Invisible Girl
J.L. García and M.A. Pacheco

Ages 7-9

This sensitive tale of a girl who is different ends on a note of encouraging optimism. A girl is rejected by the Green Children and the Blue Children because she is neither green nor blue. She becomes invisible and foils the destructive plans of the other children. In the end, the children come up with more positive activities, and finally invite the girl to play with them.

MONTAÑAS POR ESCALAR

Mountains to Climb

Richard M. Wainwright

Ages 8 and up

This book about overcoming prejudice and handicaps tells the story of an Andean boy who owns a one-eyed llama. They move to the United States and face discrimination and ridicule. The boy remembers his father's advice: a person has many mountains to climb in his life, but they can be conquered only one step at a time. Ebullient illustrations add charm to the story.

UNA HERMANA COMO DANNY

A Sister Like Danny

Rolf Krenzer

Ages 10 and up

Oliver loves his sister Danny, but he doesn't want his classmates or anybody, to know that Danny is mentally retarded. How will the family cope with Oliver's attitude? Will the boy ever come to accept his sister? This is a true story, but the author, a teacher of the mentally retarded, has changed several facts of the characters' lives.

Environment and Conservation**¡VIVAN LOS ARBOLES!**

Trees Rule OK!

Sue Limb

Ages 5-7

Lizzie and her friends want to save the trees on their street, and they have lots of original and fun ideas to achieve this. But will they succeed? This ecological tale, vividly illustrated, encourages young readers to appreciate nature.

DESPUES DE LA TORMENTA

After the Storm

Nick Butterworth

Ages 6-8

After a terrible storm knocks down Thomas' favorite tree, he becomes determined to find a new home for all the animals that live in it. A moving tale that will enchant children.

EL AULLIDO DE LOS MONOS

When the Monkeys Come Back

Kristine L. Franklin

Ages 8-10

The valley where Marta has grown up is quiet -- except for the thousands of noisy monkeys that populate the trees. When people from the city show up and start cutting down the trees, the monkeys begin to disappear. Will they ever return? Then one morning...

EL GRAN CAPOQUERO

The Great Kapok Tree

Lynne Cherry

Ages 10 and up

Deep in the Amazon jungle, a man begins to cut down a big kapok tree. He falls asleep and the animals that make their home in it surround him and persuade him not to finish cutting down the tree. The exotic colors of the jungle and its inhabitants are captured in extraordinary drawings.

EL CANTO DE LAS BALLENAS

The Whales' Song

Dyan Sheldon

Illustrated by Gary Blyth

Ages 10 and up

Lilly's grandmother tells her about the time when the oceans of the Earth were filled with whales. These animals are now in danger of becoming extinct because of man's short-sightedness and greed. Rather than offering simple solutions to a complex problem, the author, through poetic text, creates a mysterious encounter with these mammals.

SUSPENSO EN LA BAHIA

Waterman's Boy

Susan Sharpe

Ages 10 and up

One night, two boys watch as some men dump a barrel containing a mysterious substance into Chesapeake Bay. This timely story, part mystery, part ecological tale, tells of the boys' struggle to save the bay and its wildlife from destruction.

CUENTOS ECOLOGICOS

Ecological Tales

Saul Schkolnik

Ages 10 and up

Environmental awareness is the common theme of the four stories in this timely book. One illustrates the earth's food chain; another describes the problems of an island facing the depletion of its resources; in the third the animals hold an ecological summit; and the last is a fable about extinction.

AYDIN

Aydin

Jordi Serra i Fabra

Ages 10 and up

In 1992, a baby beluga whale escaped from a lab in the Black Sea and ended up in a Turkish port. The sailors named him Aydin, Turkish for "charity." With a poetic style, the author recreates the beluga's search for freedom.

EL SIGNO DEL CABALLITO DE MAR

The Sign of the Seahorse

Graeme Base

Ages 10 and up

Rich with drama and intrigue, this rhyming poem tells of a villain's scheme to contaminate the waters and swindle the marine denizens of Reeftown, who eventually foil his plan. Action and vibrant color are the highlights of this marvelous book, a bestseller in English.

Science and Nature

EL ARBOL DE MI PATIO

The Tree in My Yard

Olga Xirinacs

Illustrated by Asun Balzola

Ages 5-7

The spirit and the voices, shapes, and colors of many different trees spring to life from the pages of this book. The trees are an important part of our lives, and they observe everything from their lofty height. In this bright and vividly illustrated book, each tree has its own history to tell, and each has gifts to offer the people and the animals who live among them.

COLECCION "EL AUTOBUS MAGICO"

Based on The Magic School Bus Series
by Joanna Cole & Bruce Degen

Ages 6-8

In this series, simplified for younger readers, Ms. Frizzle and her students embark on numerous educational and entertaining scientific journeys. They explore a haunted sound museum, observe how plants grow and animals live, and bake a cake to learn about kitchen chemistry. Based on the PBS television series.

Titles in the Series:

- **EL AUTOBUS MAGICO DENTRO DE UN PASTEL**
The Magic School Bus Gets Baked in a Cake
- **EL AUTOBUS MAGICO EN EL MUSEO ENCANTADO**
The Magic School Bus in the Haunted Museum
- **EL AUTOBUS MAGICO PLANTA UNA SEMILLA**
The Magic School Bus Plants Seeds
- **EL AUTOBUS MAGICO SALTA HASTA LLEGAR A CASA**
The Magic School Bus Hops Home

EN MI PROPIO JARDIN

In My Own Backyard
Judi KuriJan

Ages 7-9

In this wonderful and imaginative book, a child gazes through a bedroom window and watches as the backyard is transformed to reveal its inhabitants of hundreds, thousands, and millions of years ago. Meet the early settlers, dinosaurs, volcanoes, and unusual animals that once lived in this child's backyard.

LEJANAS TIERRAS

Tales from Faraway Lands Series
Josep Moya-Angeler

Ages 8 and up

This well-conceived series will transport children's imaginations to beautiful, unheard-of lands where people's lives are intertwined with those of exotic animals. The first part of each book includes a tale about an animal, and the second part provides detailed information about its characteristics, habits, and environment.

Title in the series:

- **CAREY, LA TORTUGA QUE EL MAR DEVOLVIO A LA PLAYA**
Carey, The Turtle the Sea Took Back to the Beach
- **CHANG, EL BUFALO MAS PINTADO DEL MUNDO**
Chang, The Most Painted Buffalo in the World
- **SACHA, EL OSO DEL SAMOVAR**
Sacha, The Bear Who Liked Tea

Bilingual Books¹

DIEGO QUIERE SER

Diego Wants To Be
Doris Rodríguez

Ages 5-7

Masterfully illustrated, this is the story of Diego, who does not like being a child. He imagines himself as a fish, a bird, and a dog, and finally discovers that he really does not want to be any of these things. What he wants is to be a man. The story contains a basic yet powerful message for children, and its brilliant colors and vivid images bring the tale to life.

PABLO AND PIMIENTA

Pablo y Pimienta
Ruth M. Covault

Ages 6-8

Alone in the desert, Pablo wonders whether his father will come back for him. This bilingual story will satisfy the thirst for adventure in young readers. A sensitive and poignantly written story with lovely illustrations.

LA NOVIA RATON: CUENTO POPULAR CHINO

The Mouse Bride: A Chinese Folktale
Retold by Monica Chang

Ages 7-9

The Chinese folktale, strikingly illustrated, tells the story of a mouse who wants to find the most powerful husband in the world for his daughter. He asks the Sun, the Cloud, and the Wind to marry her, but there is a prospective groom who is stronger than all of them. Who will it be?

SIETE HERMANOS MAGICOS

Seven Magic Brothers
Retold by Kuang-Tsai Hao

Ages 7-9

A suspenseful plot and striking illustrations are the hallmarks of this ancient tale of seven brothers who all possess magical powers. When one brother saves the emperor from a falling boulder, the ruler becomes jealous of his powers and throws him into prison. His six brothers work to free the heroic brother in an inspiring tale of courage and determination.

¹ Both languages are in the same book. Most books have a page in one language followed by a page in the other language. Some books have lines or paragraphs alternating languages.

EL ZODIACO CHINO

The Chinese Zodiac

Retold by Monica Chang

Ages 7-9

Beautifully illustrated, this is a retelling of the legend surrounding the creation of the Chinese zodiac. Before the invention of time, the gods held a race in which all the animals competed. The first twelve animals to cross the river would be named as one of the years of the zodiac. A fascinating glimpse into Chinese culture and its rich traditions.

LA ESTRELLA DE ANGEL

Angel's Kite

Alberto Blanco

Ages 8 and up

From one of Mexico's most outstanding poets comes this tale of a young kite maker who restores the missing church bell to his beloved town. From ordinary objects such as colored thread and broom straw, he brings the most beautiful fantasies to life: landscapes, people, imaginary creatures, moons, and suns. The vibrant collages, created by one of Mexico's greatest living artists, were inspired by his own childhood as a kite maker in Mexico.

PLATERO Y YO

Platero and I

Juan Ramón Jiménez

Ages 10 and up

Short vignettes, evocatively illustrated with woodcuts, tell of the rambles of a man and his beloved donkey around the countryside in Andalucía, Spain.

Bibliography for Teachers

Bibliography for Teachers

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APPENDIX

Suggested Activities for Teachers

1. The teacher and the students can tell stories about their names and nicknames.
2. A person's last name can be used to tell a story about it, especially when upon arrival in this country, last names of migrants and immigrants are often mispronounced or even changed.
3. Develop this story. Change it as you wish. Work with a small group. After it is finished, practice with your group before telling the story to the class or to your family.
4. Students can make believe that they are taking a trip to the moon. They can take only five things with them. What would each take, and why? Allow each student to make up a story, and share it with the class.
5. Provide a wide selection of age appropriate literature books to the students. Pairing them off or in groups of three to four, have them select and read a story. Then have them discuss and decide how they will tell the story to the rest of the class. Have each small group tell the story.
6. "Cooperative" storytelling. Have the students sit comfortably in a circle. Begin a story (see *phrases to start a story*, in the guide). Using "round robin", each student continues the story. The teacher can also adapt this and have each student continue a chapter of the story.
7. Have the parent tell and record a story for the student. Student is given an opportunity to "show and tell" by telling the story in class. A variation would be to have the class listen to the story and make up a different ending.
8. Expose student to the term exaggeration. Make statements that are exaggerated such as: *the fly was so big that the elephant looked tiny*. Then have the students make up and tell stories that are exaggerated. Do not allow students to exaggerate using each other or family members as subjects.
9. After a student tells his/her story, have the class focus on a specific character in the story. Teacher can have the student give and describe attributes of the character or draw the character. The purpose is to give the character depth and dimension.
10. The class can organize a class storytelling contest, with a small celebration to give special recognition to the best storytellers. Your class is a good beginning to encourage schoolwide participation.

11. Older students can do research on the art of storytelling in other cultures. They can research oral traditions and storytelling. They can research how other cultures begin and end stories (see *phrases to begin and end stories* in this guide). Then have each student tell a story from a different culture using a phrase used by that culture to begin or end a story.
12. Have the students choose a story with interesting characters. Have them make character puppets. Using the puppets have them tell the story in class.
13. Give the students two words as a story starter such as: *giraffe* and *zoo*. Have them make up a story and tell it to the rest of the class.
14. Give students a fantastic hypothesis as a story starter: "What if you could be president of the United States by just being voted in by your class..."
15. Give students a prefix substitution to make up a "new" word such as: "quadumbrella" and have them make up and tell a story.
16. Have the students read and tell a story. Have them change the story by telling it from another character's point of view, such as: after reading Little Red Riding Hood, have the students tell the story from the point of view of the big bad wolf.
17. Have a "*salad of stories*" opening lines. Mix them all together and have the students tell the story. For example: "The big bad wolf finds Snow White and the Seven Dwarfs at Grandmother's house with Little Red Riding Hood."
18. Tell a story to the children. Have them rewrite the story, changing the story setting. For instance: make the story futuristic, modern.
19. Put unrelated illustrations from a newspaper or a magazine together on paper. Have the students put them in "an order" and connect the illustrations into a story. Have them tell the story.
20. Place illustrations of the story on small cards. Have students hang their illustrations from their necks. Have them walk around the room and discuss the illustrations, and then place themselves in a line in the "proper" sequence of this "new" story.
21. Define and give the students examples of a folktale or fable. Then have the students write their own fables or folktales, and tell their fables and folktales to the rest of the class.
22. Identify and write the names of Spanish-speaking countries on cards. Place the cards in a box. "Raffle" off the cards to the students. The student researches and identifies a story from that country (It can be a folktale, fable, etc.). The student learns the story, and then tells the story to the class.

23. Students can do research on World War II. They can make believe that they are persons living during that time and tell stories from the perspectives of a child whose father is at war and his/her mother goes to work for the first time, from the perspective of the mother, from the perspective of the father, from the perspective of an African-American soldier, from the perspective of a Japanese-American, etc.
24. Students can tell the story of an embarrassing moment in their lives.
25. Invite parents to participate in a parent storytelling activity.
26. Students can read a story several times, then write down what they remember about the story. Students can then practice telling the story with the use of a tape recorder or video. When students feel satisfied with their storytelling, they can tell the story to a "live" audience.

The Art of Storytelling

Assessment Form

PLEASE COMPLETE THIS FORM AND SEND IT TO US WITH YOUR COMMENTS.

1. TEACHER:

_____ grade(s)
_____ bilingual education
_____ ESL

_____ subject area
_____ special education
_____ other (specify)

ASSISTANT PRINCIPAL:

_____ grade(s)

_____ subject (s)

PRINCIPAL:

_____ elementary
_____ high school

_____ IS/JHS

CSD/H.S. SUPERINTENDENCY/CITYWIDE PROGRAM:

_____ superintendent
_____ coordinator/staff developer
_____ (specify area)

_____ deputy superintendent

_____ director
_____ (specify area)
_____ other (specify)

PARENT/GUARDIAN:

_____ children's grade(s)

2. What is your overall impression of this guide?

() Excellent () Good () Satisfactory () Weak

3. Are there any content inaccuracies? Please cite with references,.

4. Is the language of the guide clear? () Yes () No
If no, cite examples with page references.

5. What specific additions/deletions do you recommend?

Please return this form to:

Noemi Carrera Herendeen, Director
Office of Bilingual Curriculum and
Instructional Services
Division of Bilingual Education
131 Livingston Street - Room 514
Brooklyn, NY 11201
Telephone: (718) 935-3915
Fax No. (718) 935-5115